

**ANNUAL REPORT  
NCEA, UNIVERSITY  
ENTRANCE AND NZ  
SCHOLARSHIP DATA  
AND STATISTICS**

**2019**

**MAY 2020**



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD  
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

# NZQA's external examinations

**143,509** from **500**  
students schools

**1,139,770**  
external entries  
(NCEA and NZ Scholarship)

**129** held at **418**  
examination centres  
sessions

**1,639**  
markers

**6,026**  
examination centre  
managers and supervisors

**35**  
digital  
examinations in

**14** subjects

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# Introduction

The Annual Report on NCEA and New Zealand Scholarship Data and Statistics (2019) summarises the results of New Zealand's senior secondary students achieving the National Certificate of Educational Achievement (NCEA) and New Zealand Scholarship in 2019.

The statistics in this Annual Report were produced from data that was finalised on 2 April 2020. Graphs of the statistics include information from previous years to show trends, generally covering the ten years 2010 to 2019.

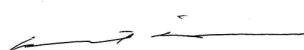
Electronic copies of this report and most of the data used in this report can be found on the NZQA website:

**[www.nzqa.govt.nz/statistics](http://www.nzqa.govt.nz/statistics)**

The New Zealand Qualifications Authority is pleased to present the statistics contained in this report.



**Kristine Kilkelly**  
Deputy Chief Executive  
Assessment Division  
New Zealand Qualifications Authority



**Dr Grant Klinkum**  
Chief Executive  
New Zealand Qualifications Authority



**Purpose  
of this Report**

This report provides information about the attainment of secondary-school qualifications administered by the New Zealand Qualifications Authority (NZQA). Its primary focus is the main New Zealand secondary school qualifications, the National Certificate of Educational Achievement (NCEA) at Levels 1, 2, and 3. It also reports on the attainment of Literacy and Numeracy, Certificate Endorsement, Course Endorsement, University Entrance, and New Zealand Scholarship.<sup>1</sup>

The report also provides information and statistics related to the processes used to administer NCEA. These include:

- Reviews and reconsiderations of examination results
- External moderation of internal assessments
- Breaches of examination rules, and
- Special Assessment Conditions (SAC).

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<sup>1</sup> Some students pursue non-NCEA qualifications (e.g. Cambridge Assessment International Education or International Baccalaureate). These non-NCEA qualifications are not included in this report.

## Attainment statistics are reported for three types of student cohorts

Attainment statistics are used for multiple purposes. These include monitoring of standards, of student attainment, and of the quality of assessment(s). This diversity of purpose requires different types of statistics. There are three types of percentage statistics presented in this report. Each type is distinguished by the underlying denominator used to compute the percentages. The denominators used are based on cohorts.

The three types of cohorts are:

- Enrolment-based cohort
- Tracked Year 11 cohort
- All NZQA secondary students' cohort.

Each cohort is explained in this section. Further information about cohorts is found in **Appendix I**.

### Enrolment-based cohort

The Enrolment-based cohort consists of New Zealand domestic students in Years 11 to 13 (aged less than 19 years on 1 January) with a Ministry of Education recorded enrolment of one day or more in the academic year concerned.

In 2019, there were 162,387 students in the enrolment-based cohort. In addition, there were 23,007 international students and 3,616 adult students enrolled in Years 11 to 13 who are not included in the enrolment-based cohort.

Each year there are students at secondary school who undertake courses which are not assessed using standards administered by NZQA such as Accelerated Christian Education (ACE), Cambridge Assessment International Education, or International Baccalaureate. These students are included in the Enrolment-based cohort, but their attainment of these alternative awards is not included.



### **Tracked Year 11 cohort**

The Tracked Year 11 cohort is formed from the Enrolment-based Student cohort. More formally, it is Year 11 students from the Enrolment-based Student cohort. Students in a Tracked Year 11 cohort are monitored from the beginning of their Year 11 year for three years of schooling for attainment of NCEA qualifications. For example, the 2017 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2017. This cohort's attainment rates of NCEA qualifications are reported as at the end of 2019. If a student leaves secondary schooling before the end of three years, they are still in the tracked cohort; however, any tertiary attainment is not included. If a student is a Year 11 in multiple years, their progress is tracked from the first year they are in Year 11.

### **'All NZQA secondary students' cohort**

The 'All NZQA secondary students' cohort includes every student result reported to NZQA, including New Zealand international fee-paying students, students from the Cook Islands and Niue, adult students, and students outside years 11-13.

The following sections use this cohort:

- New Zealand Scholarship
- Results by Standard Type
- NCEA Administrative processes and data.

### **Summary**

The Enrolled Student cohort consists of New Zealand Year 11-13 domestic students with a Ministry of Education recorded enrolment of one day or more. The Tracked Year 11 cohort consists of Year 11 students from the Enrolled Student cohort, and tracks their NCEA attainments from Year 11 for up to three years of secondary schooling. The 'All NZQA secondary students' cohort includes all secondary students reported to NZQA.

**NCEA and University  
Entrance Attainment**

## Introduction

This section reports NCEA qualification and University Entrance attainment statistics. It utilises two types of attainment statistics:

- Enrolment-based cohort statistics
- Tracked Year 11 cohort statistics.

## Enrolment-based Cohort Statistics

The statistics are presented as a percentage of the number of students who attain NCEA qualifications out of the total number of students enrolled at a New Zealand secondary school.

A brief description of the data used in producing the statistics in this section follows.

### Number of students who achieve NCEA qualifications or University Entrance

The number of students who attain NCEA qualifications is defined as the number of students who attain NCEA Levels 1, 2, or 3, in Year 11, Year 12, and Year 13, respectively. That is, the number of students who attain:

- NCEA Level 1 by the end of Year 11
- NCEA Level 2 by the end of Year 12
- NCEA Level 3 by the end of Year 13.

The Enrolment-based cohort statistics show attainment as a percentage of the number of students reported to the Ministry of Education as being enrolled at a New Zealand secondary school. The Tracked Year 11 cohort statistics quantify attainment over the three years of senior secondary schooling.

For the University Entrance award it is the number of students in Year 13 awarded University Entrance by the end of Year 13.

A cumulative attainment percentage is used.

This definition includes students in that year who achieved the qualification concerned in an earlier year. For example, a student who is in Year 10 in 2018 and achieved level 1 in that year and is in Year 11 in 2019 would be included as a Year 11 having achieved level 1 in 2019.

### Total number of students from the Enrolment-based cohort

The total number of students in the Enrolment-based cohort refers to the total number of New Zealand domestic students in Years 11 to 13 (aged less than 19 years on 1 January).

### Statistics related to University Entrance

New University Entrance requirements came into effect from 1 March 2014. The impact of the change was a reduction in the 2014 University Entrance attainment rates from those in 2013. The reduction was an expected outcome from the change in University Entrance requirements. The University Entrance attainment rates in 2019 show an increase from their 2014 values.

Figures 1-13 show Enrolment-based attainment rates, between genders, ethnicities, and school decile bands for the three levels of NCEA qualification and University Entrance.

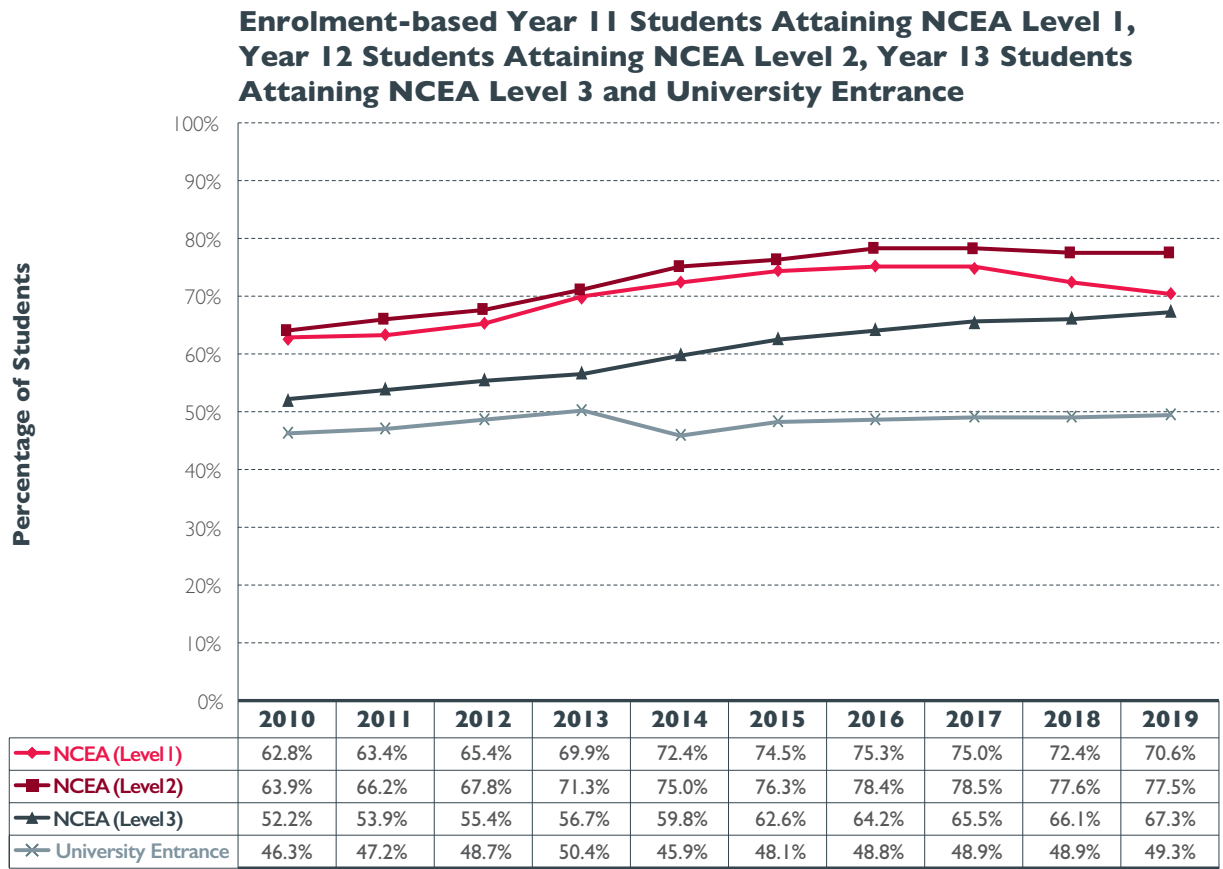


Figure 1. Enrolment-based attainment rates of Year 11 to 13 students attaining NCEA Levels 1-3 and University Entrance.

## Statistics by Gender

Figures 2-5 show Enrolment-based attainment rates of male and female students. Students with “unknown gender” have been omitted from these tables.

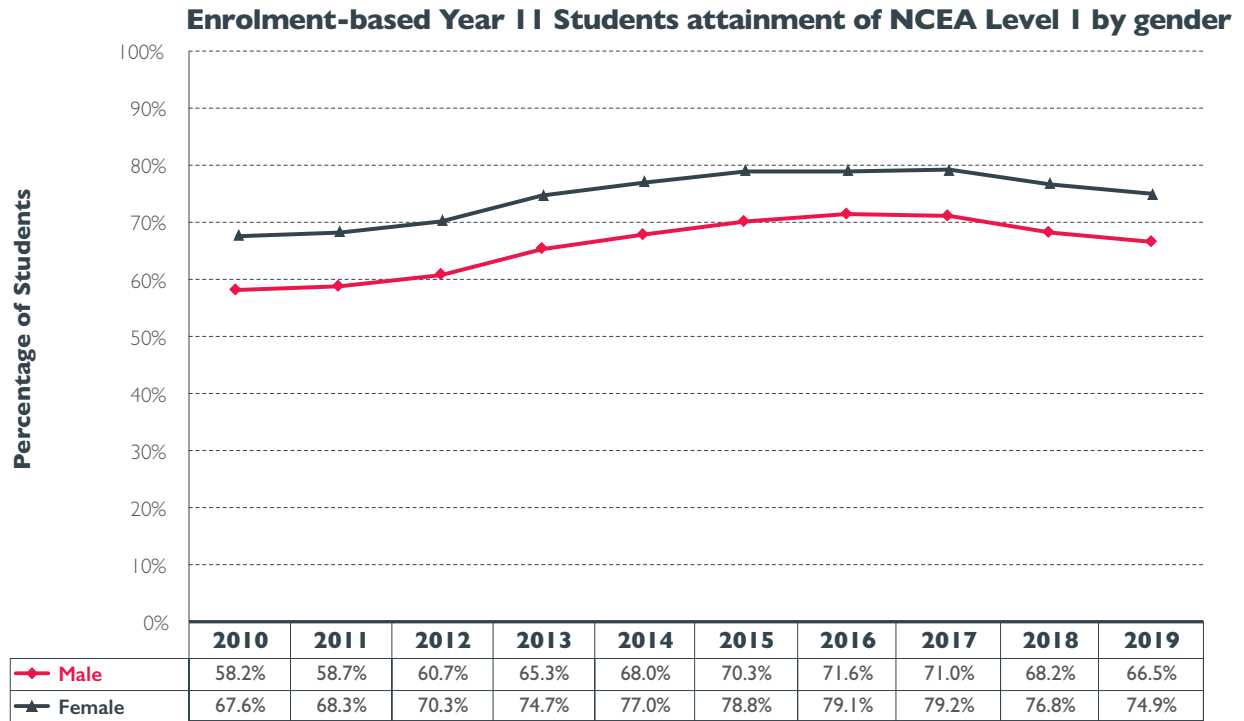


Figure 2. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by gender.

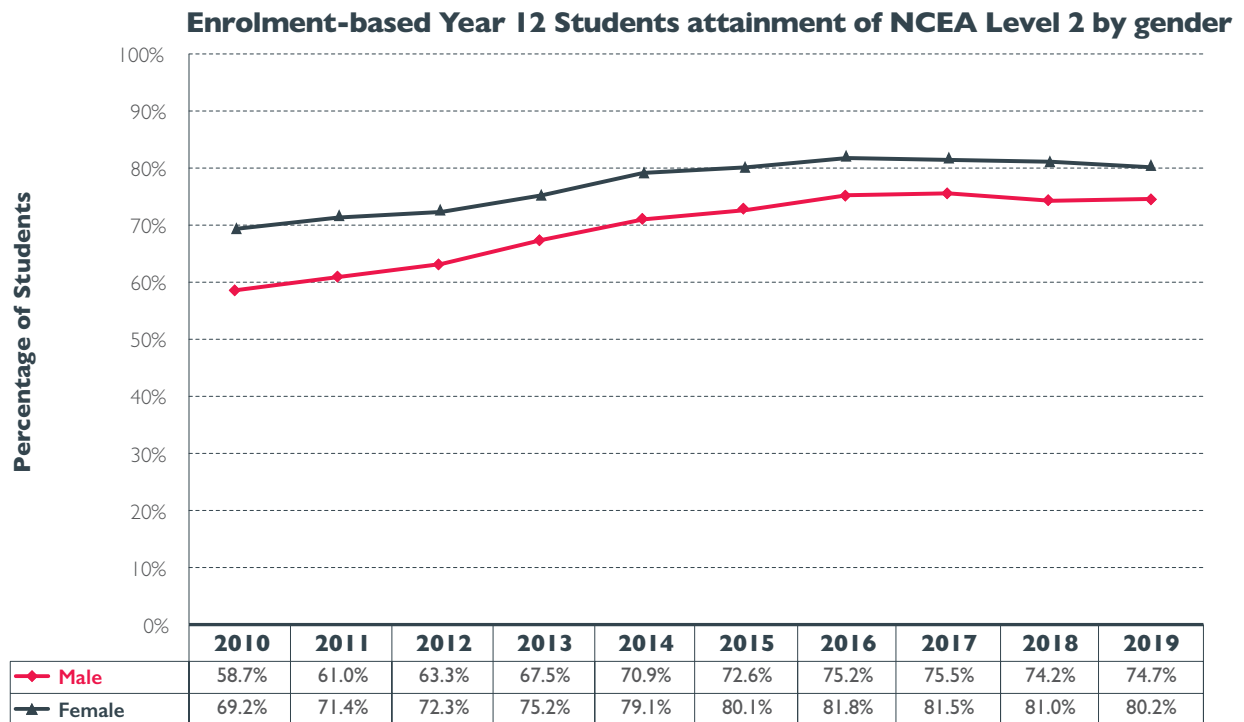


Figure 3. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by gender.

### Enrolment-based Year 13 Students attainment of NCEA Level 3 by gender

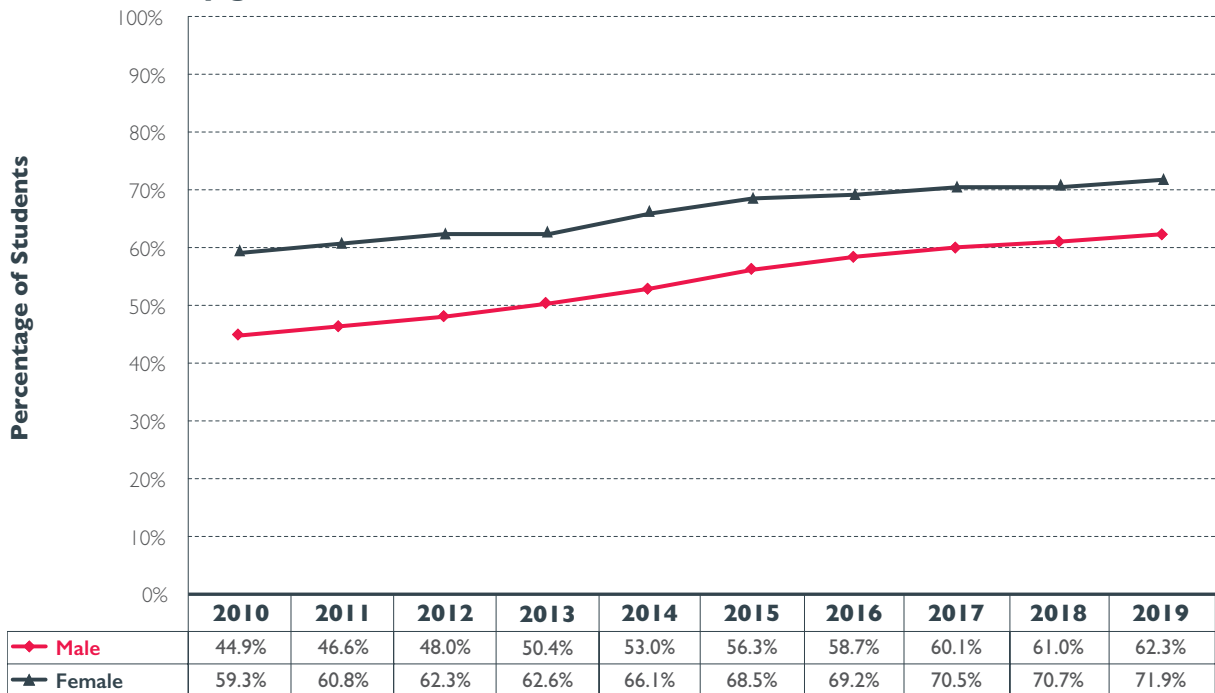


Figure 4. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by gender.

### Enrolment-based Year 13 Students attainment of University Entrance by gender

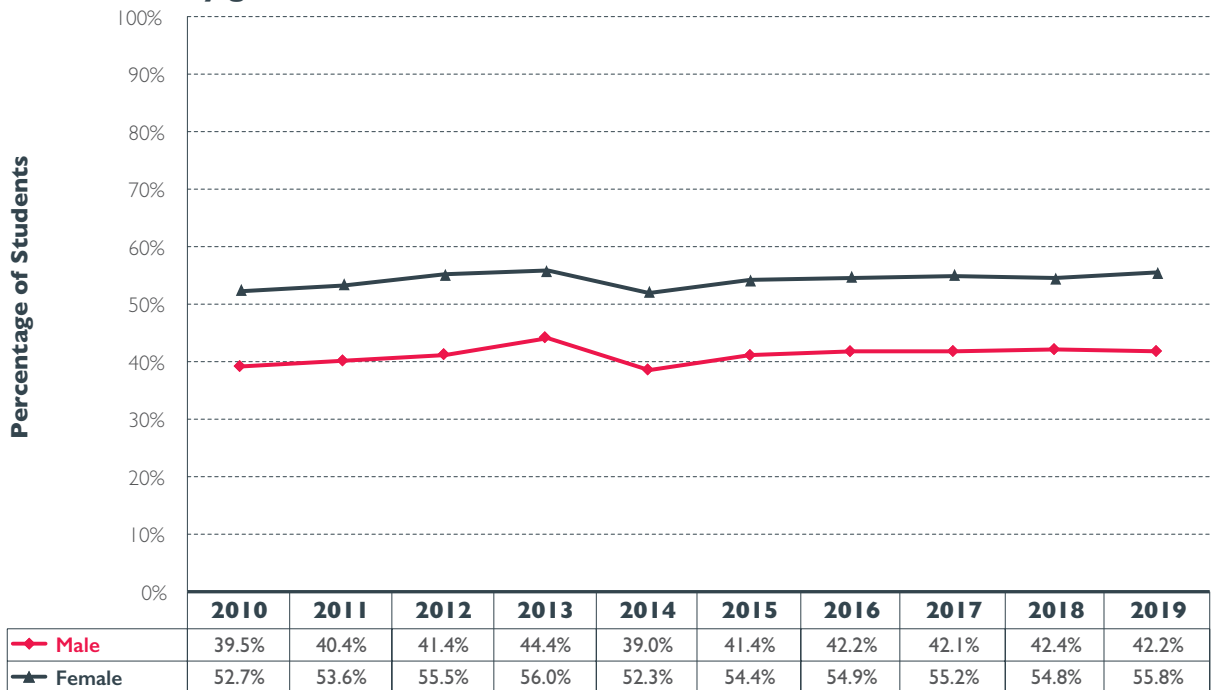


Figure 5. Enrolment-based attainment rates of Year 13 students attaining University Entrance by gender.

**Statistics by Ethnicity**

Figures 6-9 show Enrolment-based attainment rates for Asian, European, Māori, and Pacific students.

Students from the Middle Eastern/Latin American/African (MELAA) grouping are omitted from the graphs. For data used in this report with the MELAA ethnic group included please refer to the NZQA website:

[www.nzqa.govt.nz/statistics](http://www.nzqa.govt.nz/statistics)

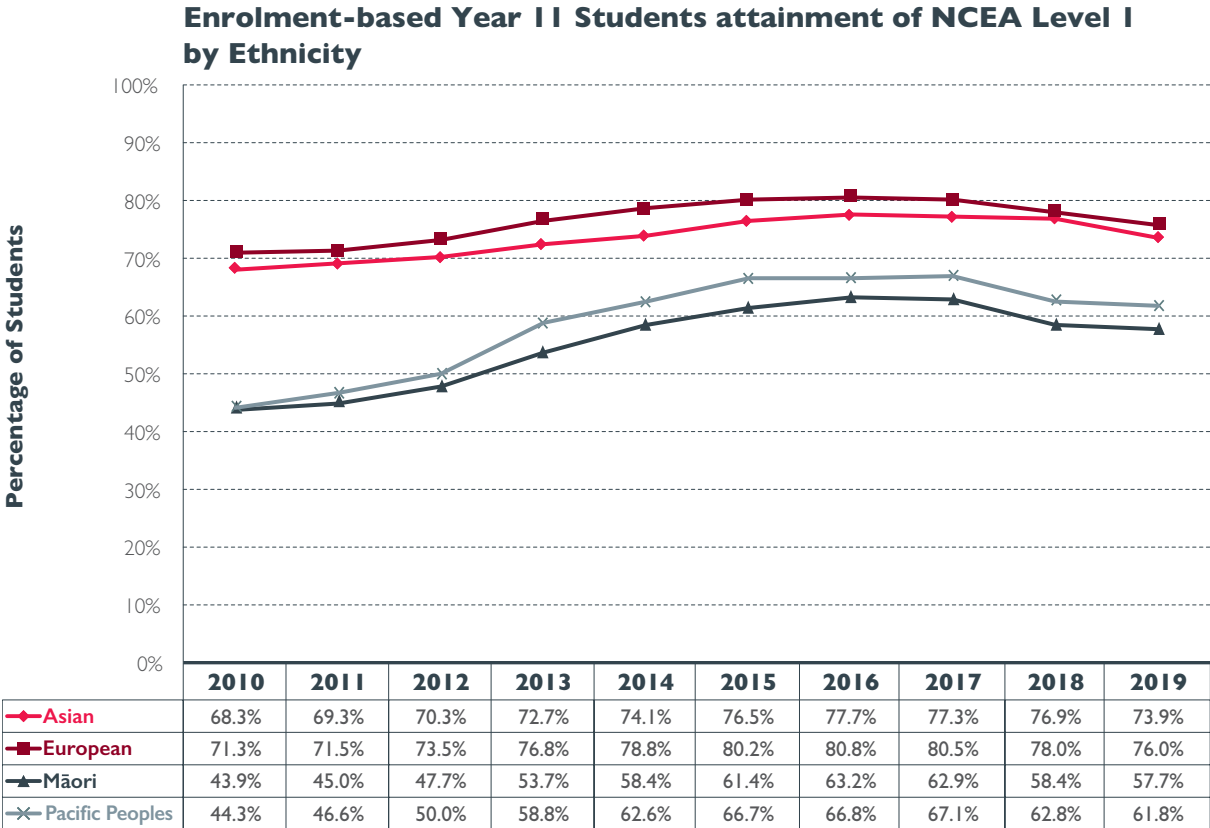


Figure 6. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by ethnicity.

### Enrolment-based Year 12 Students attainment of NCEA Level 2 by Ethnicity

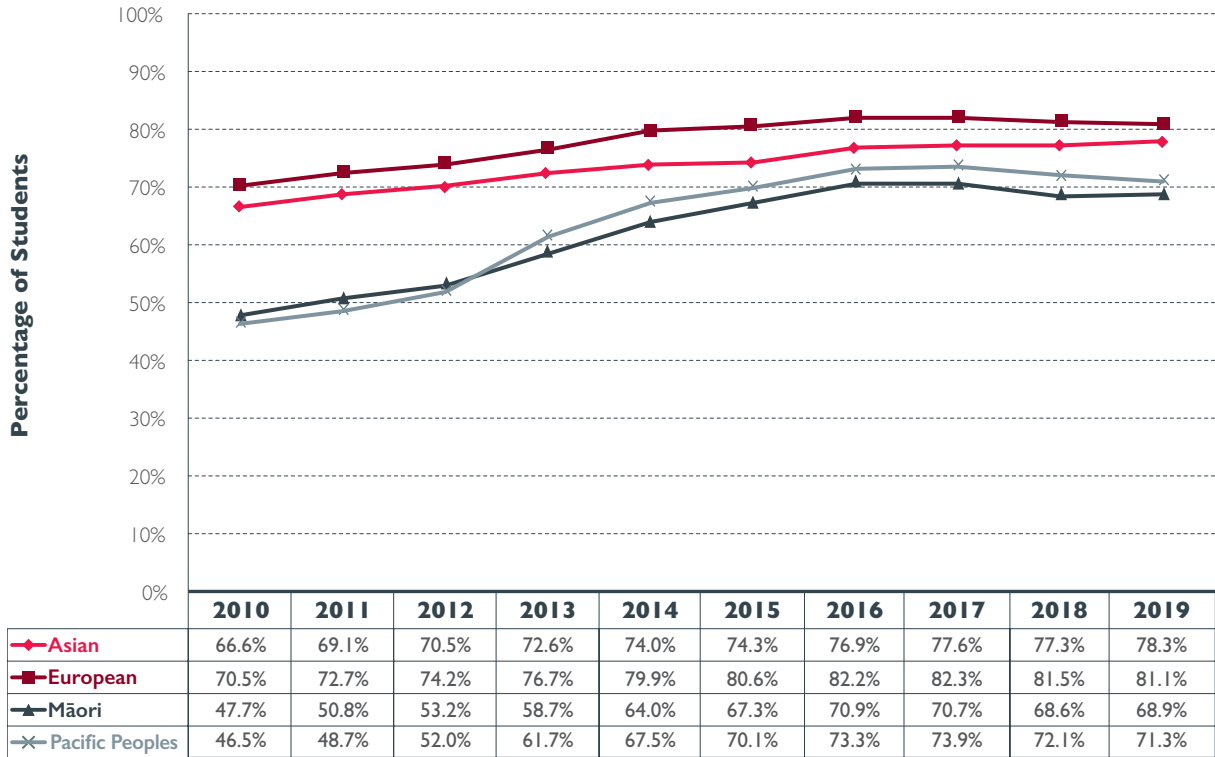


Figure 7. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by ethnicity.

### Enrolment-based Year 13 Students attainment of NCEA Level 3 by Ethnicity

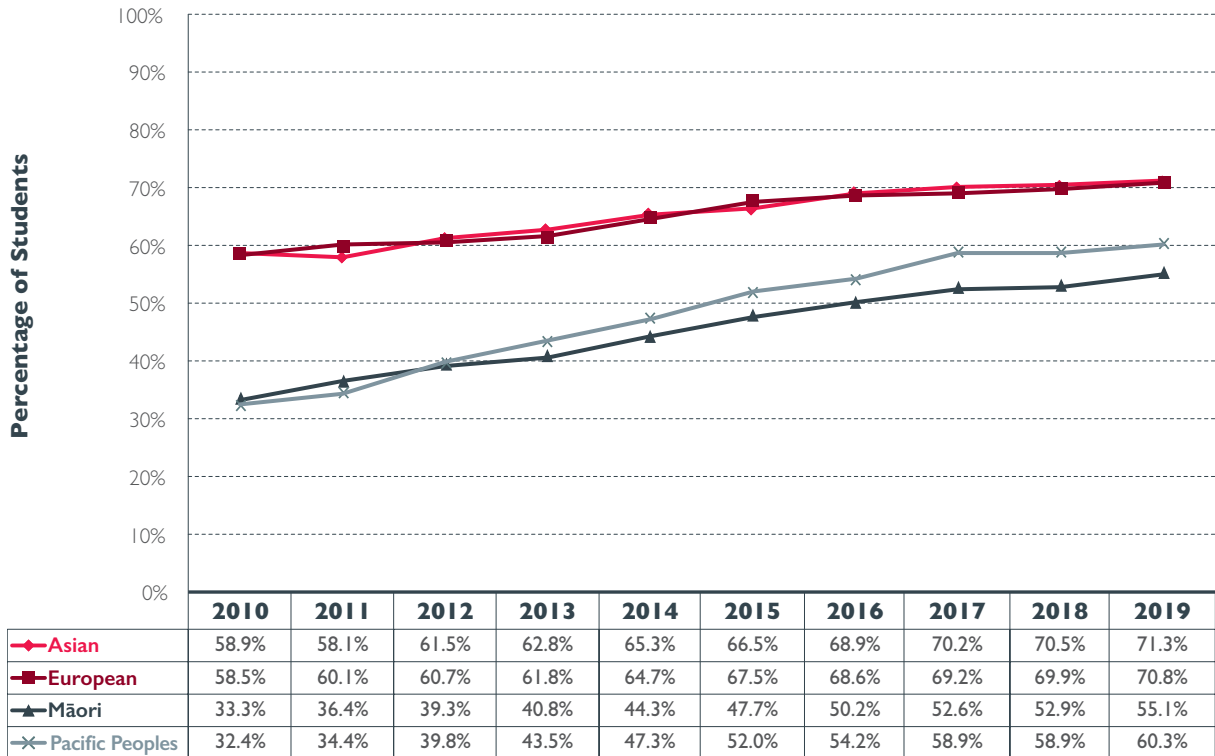


Figure 8. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by ethnicity.



### Enrolment-based Year 13 Students attainment of University Entrance by Ethnicity

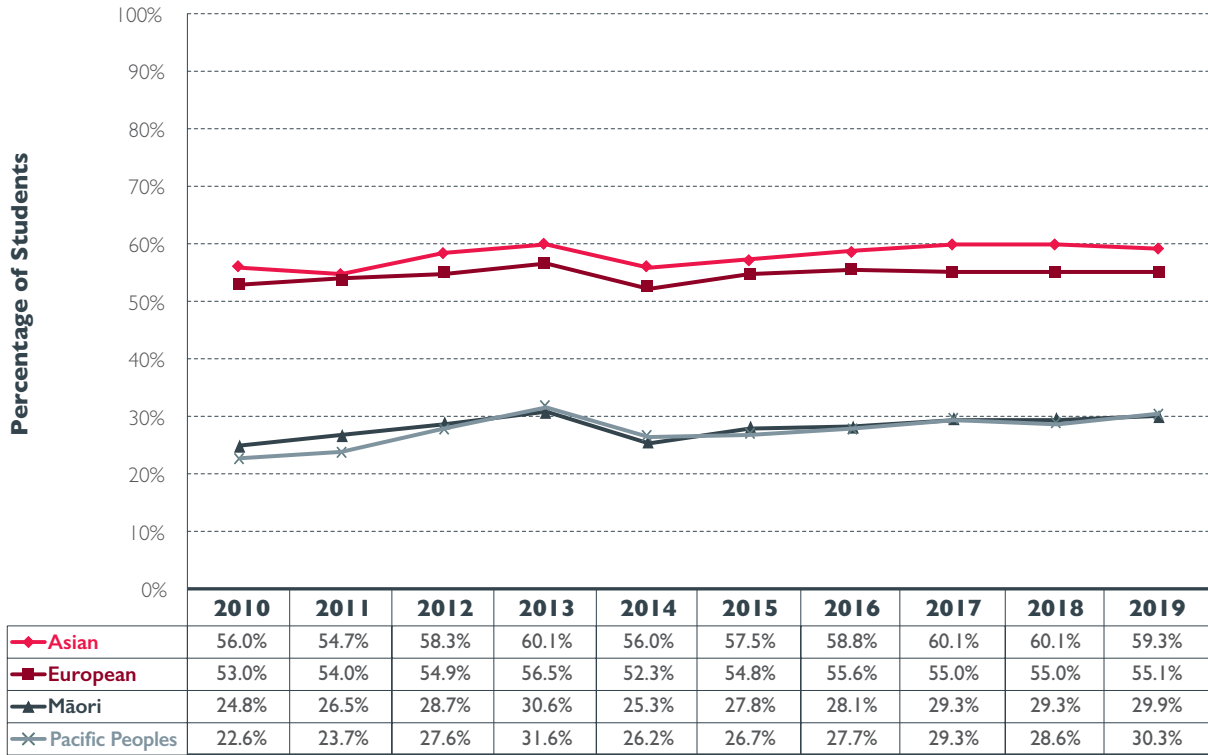


Figure 9. Enrolment-based attainment rates of Year 13 students attaining University Entrance by ethnicity.

**Statistics by School Decile Band**

Figures 10-13 show Enrolment-based attainment rates between School Decile Bands 1-3, 4-7, and 8-10.

There are a few schools with no specified decile, and their data have been omitted from these statistics.

It is important to note that a school's decile rating gives an indication of the average socio-economic level of students at the school, but it does not necessarily reflect the circumstances of particular students.

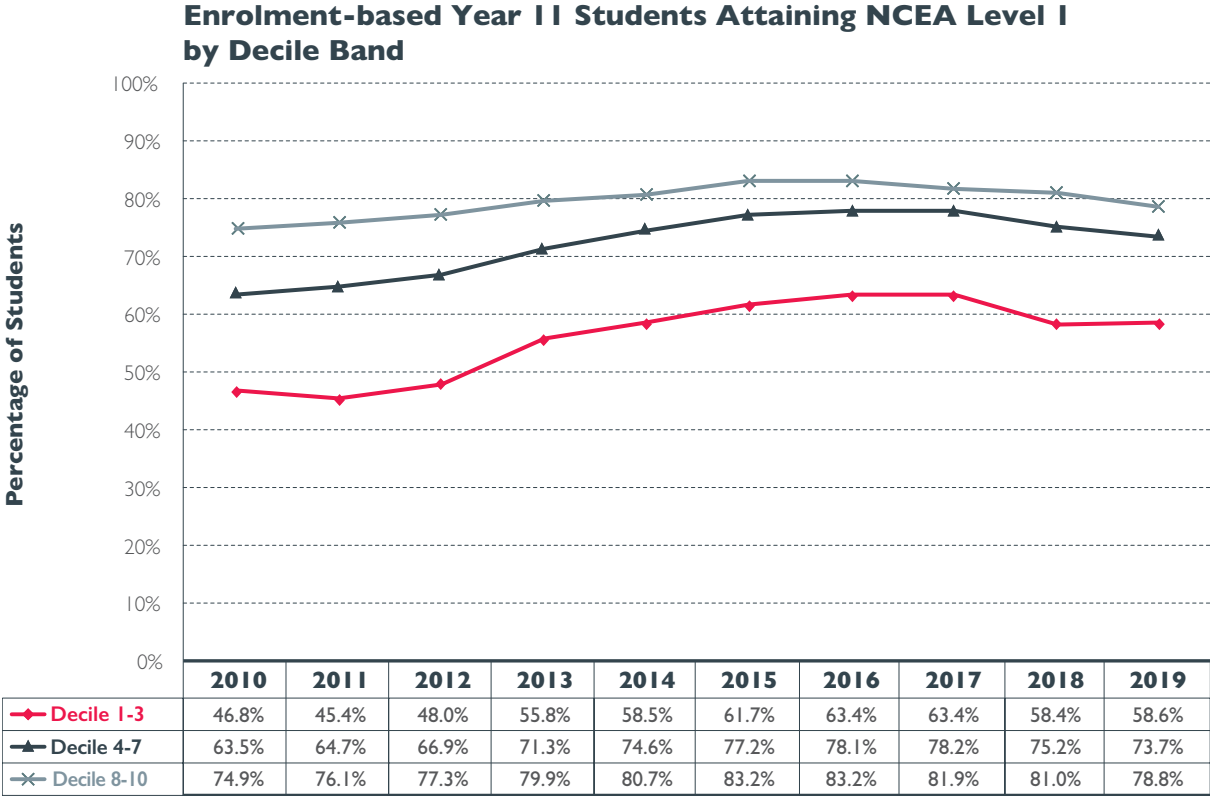


Figure 10. Enrolment-based attainment rates of Year 11 students attaining NCEA Level 1 by school decile band.

### Enrolment-based Year 12 Students Attaining NCEA Level 2 by Decile Band

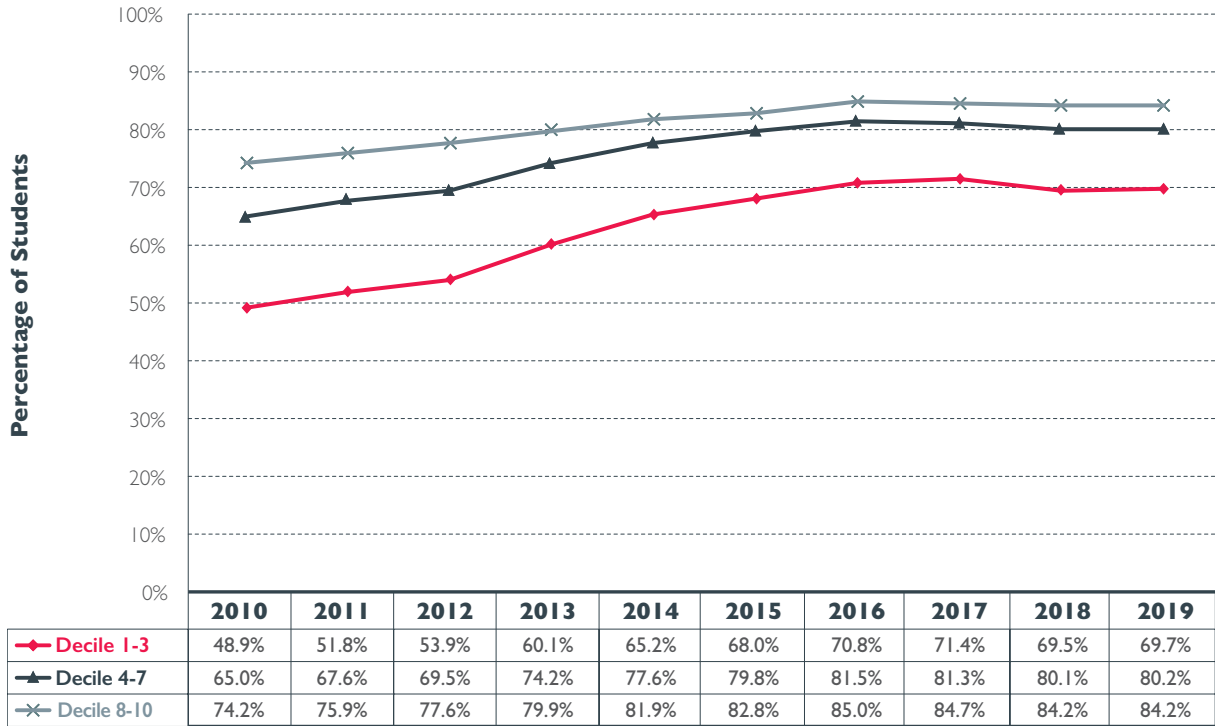


Figure 11. Enrolment-based attainment rates of Year 12 students attaining NCEA Level 2 by school decile band.

### Enrolment-based Year 13 Students Attaining NCEA Level 3 by Decile Band

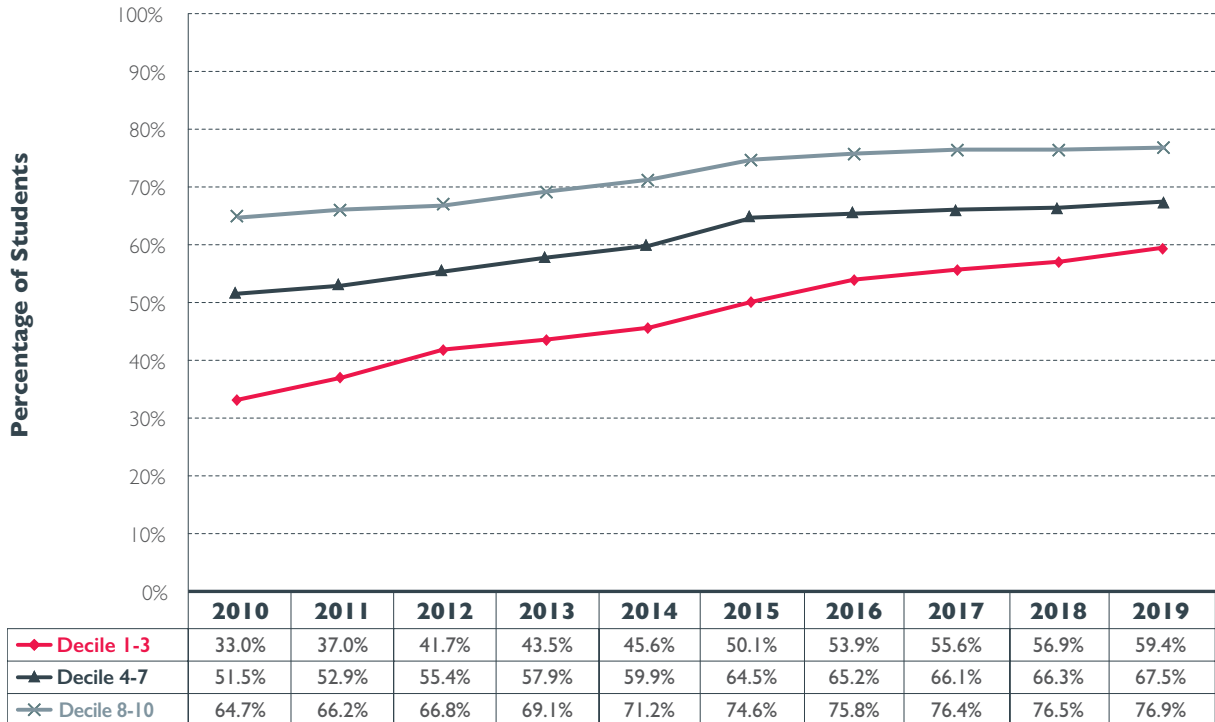


Figure 12. Enrolment-based attainment rates of Year 13 students attaining NCEA Level 3 by school decile band.

### Enrolment-based Year 13 Students Attaining University Entrance by Decile Band

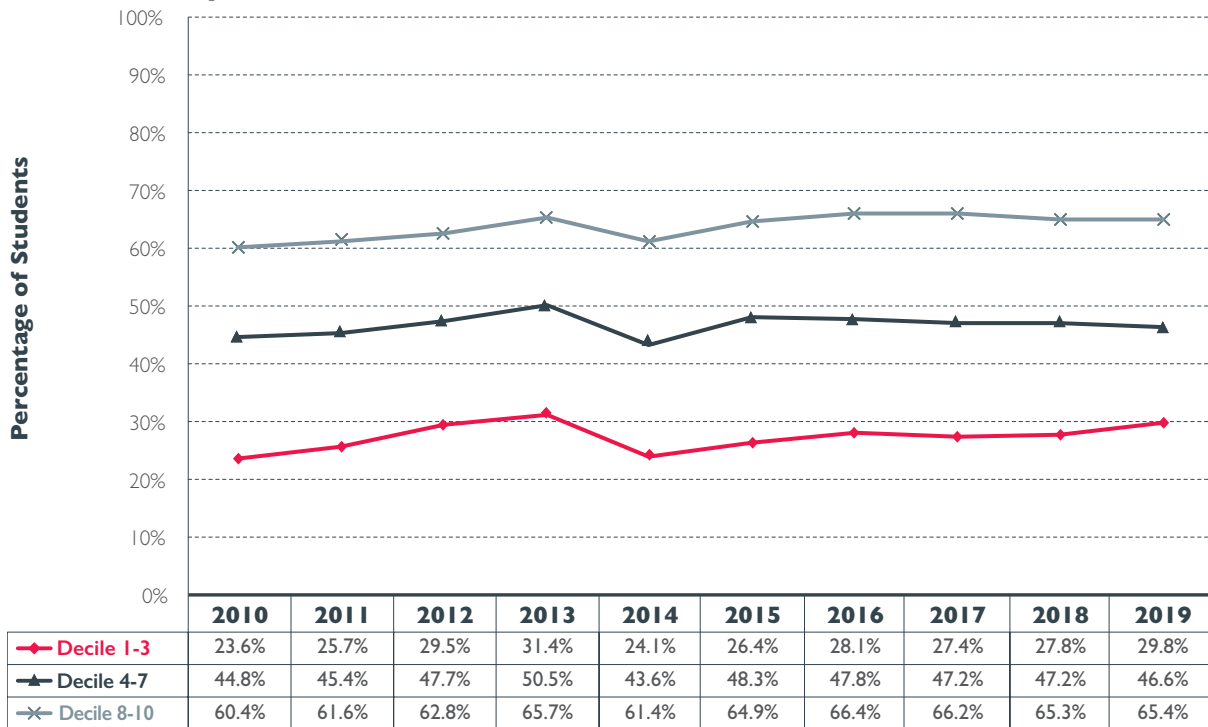


Figure 13. Enrolment-based attainment rates of Year 13 students attaining University Entrance by school decile band.

## Tracked Year 11 Cohort Statistics

The Tracked Year 11 cohort statistics quantify attainment over the three years of senior secondary schooling. For example, the Tracked 2017 Year 11 cohort is formed from the students in the 2017 Enrolled Students cohort who are Year 11 students. Students who leave school before the end of 2019 remain a part of the cohort, and their attainments up to their departure from schools are still included. The tracked cohort statistics are also presented by gender and ethnicity.

Some students pursue non-NCEA qualifications (e.g. Accelerated Christian Education, Cambridge Assessment International Education, or International Baccalaureate). These attainments are not included in the tracked cohort figures.

Figure 14 shows the attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort for the years 2008 to 2017.

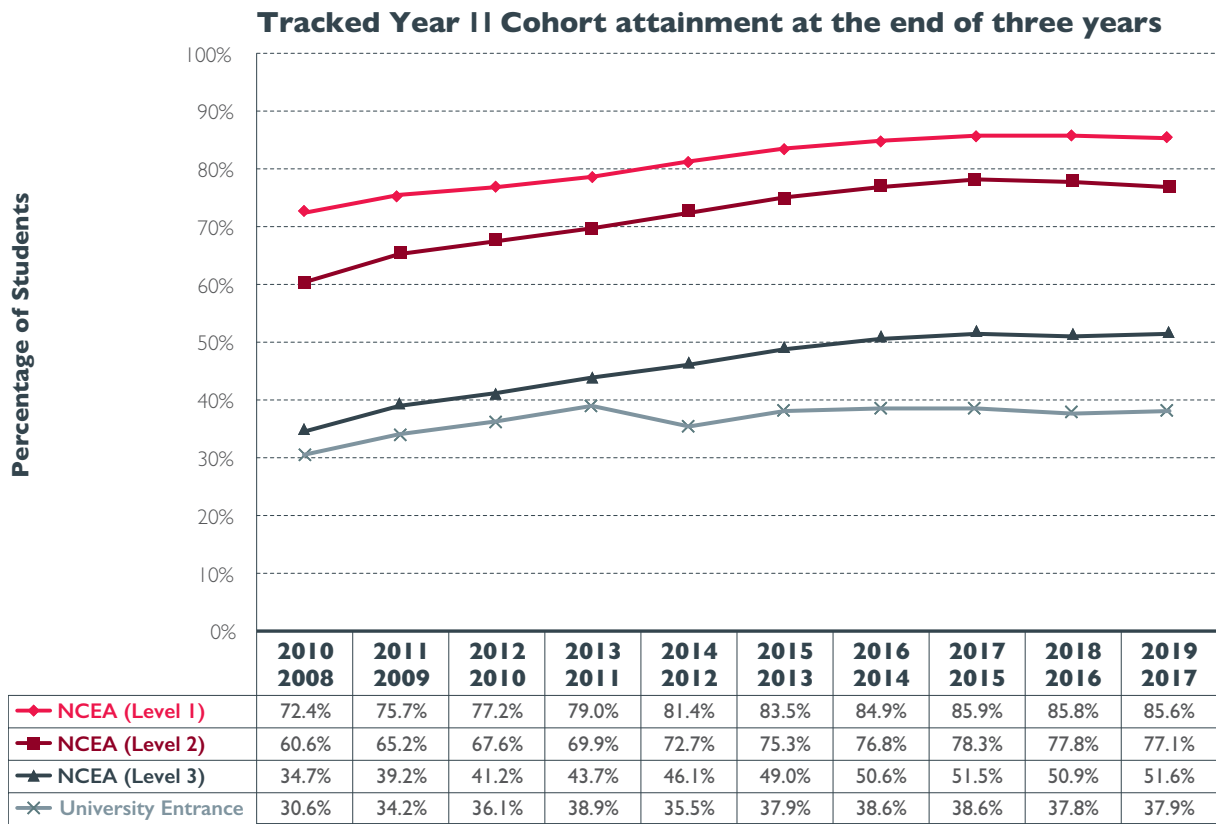


Figure 14. Attainment rates of tracked Year 11 cohort 2008 to 2017 at the end of three years.

## Statistics by Gender

Figures 15-18 show the male and female attainment rates of NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance for the Tracked Year 11 cohort, for the years 2008 to 2017. Students with “unknown gender” have been omitted from this table.

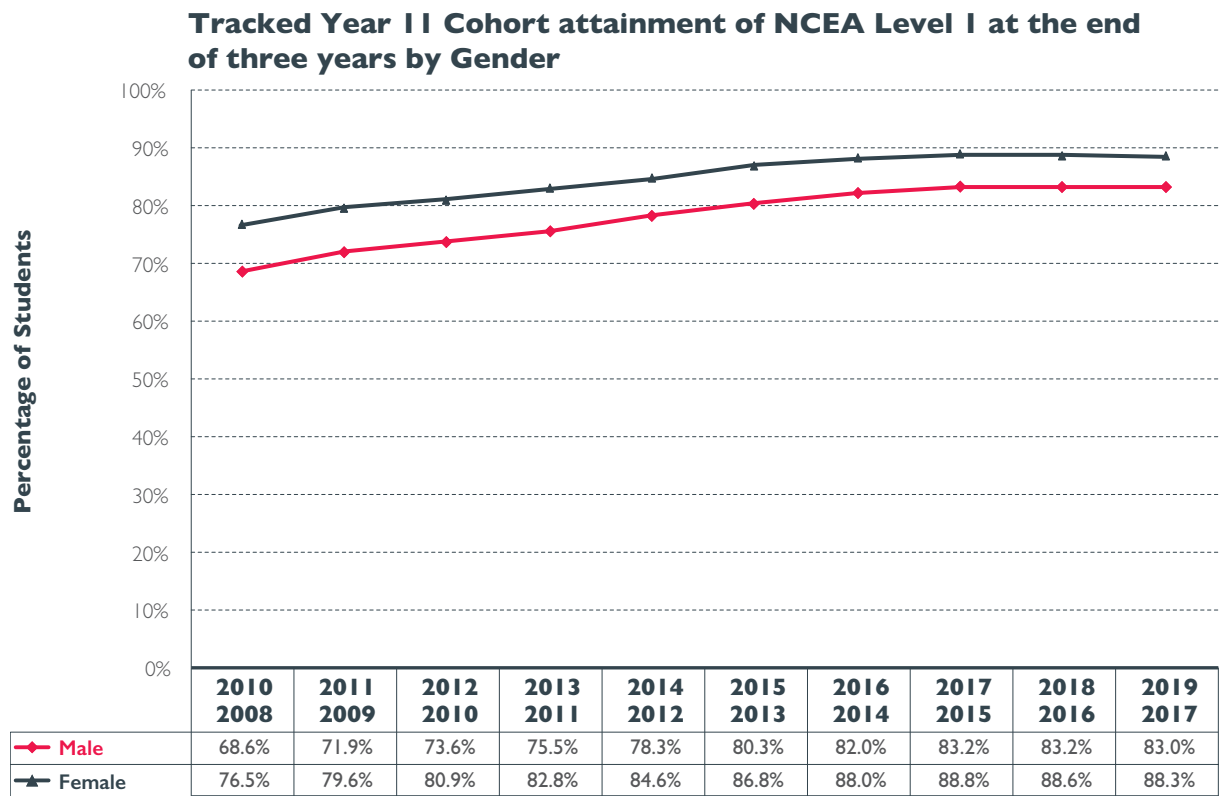


Figure 15. NCEA Level 1 attainment rates by gender for the tracked Year 11 cohort 2008 to 2017 at the end of three years.

### Tracked Year II Cohort attainment of NCEA Level 2 at the end of three years by Gender

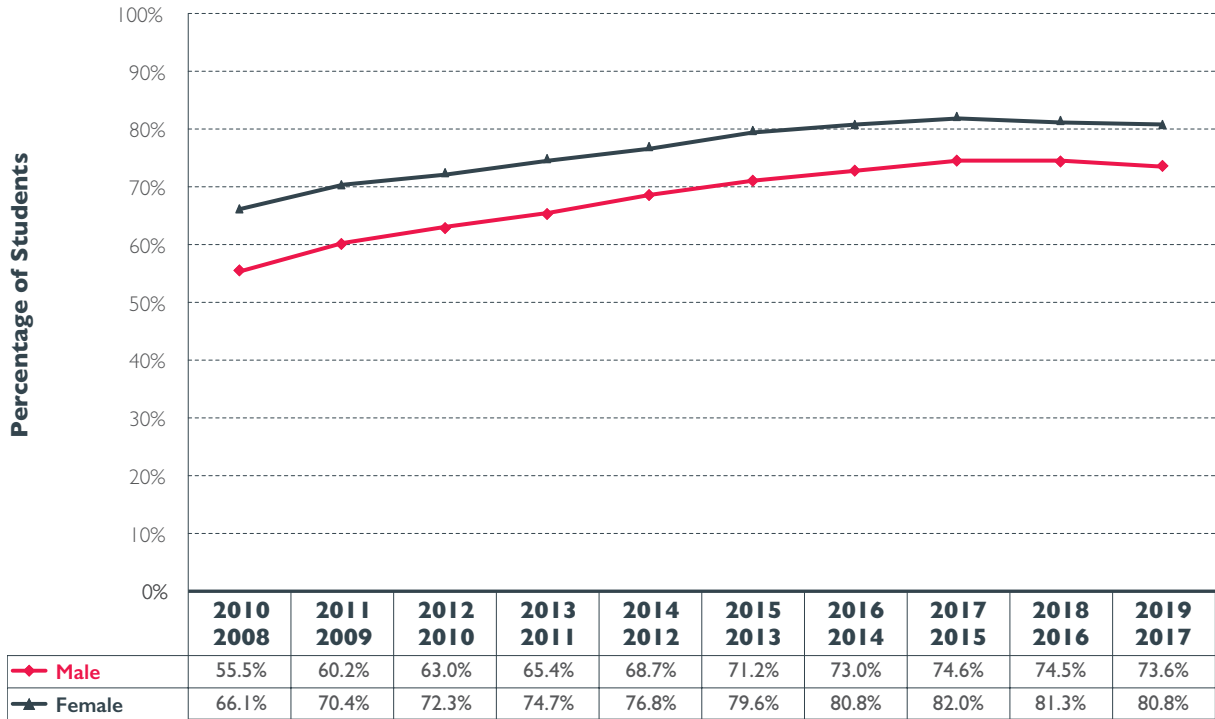


Figure 16. NCEA Level 2 attainment rates by gender for the tracked Year II cohort 2008 to 2017 at the end of three years.

### Tracked Year II Cohort attainment of NCEA Level 3 at the end of three years by Gender

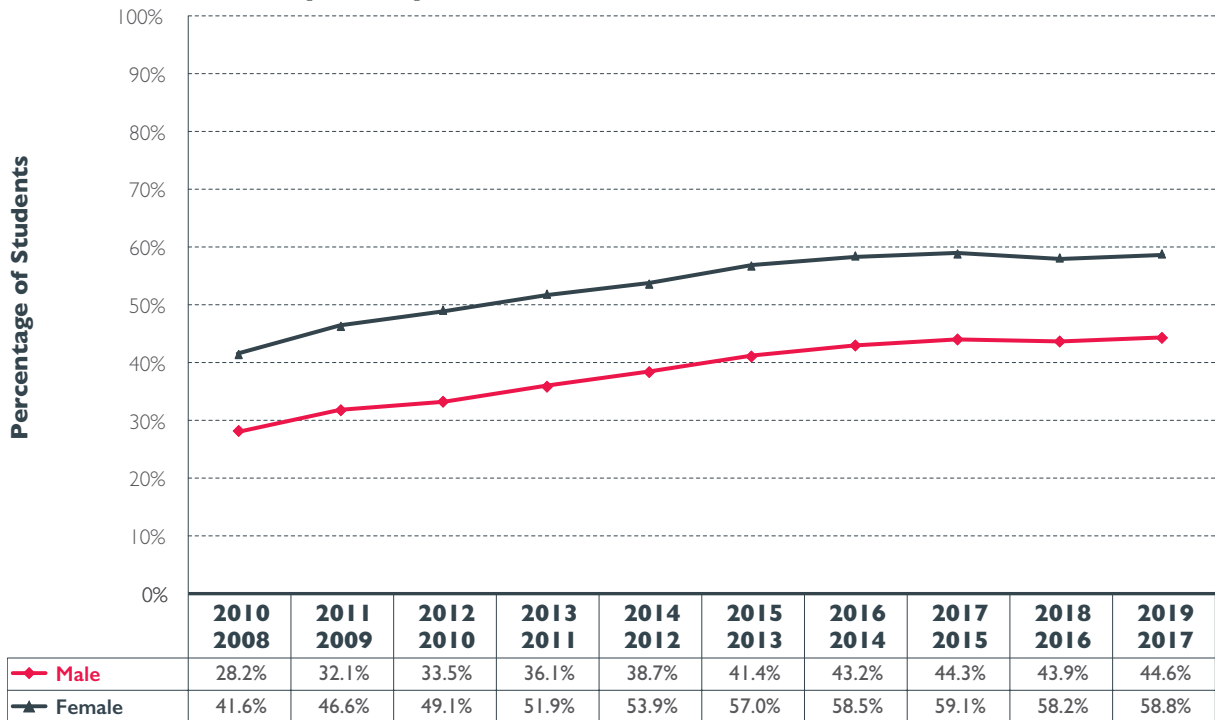


Figure 17. NCEA Level 3 attainment rates by gender for the tracked Year II cohort 2008 to 2017 at the end of three years.

### Tracked Year II Cohort attainment of University Entrance at the end of three years by Gender

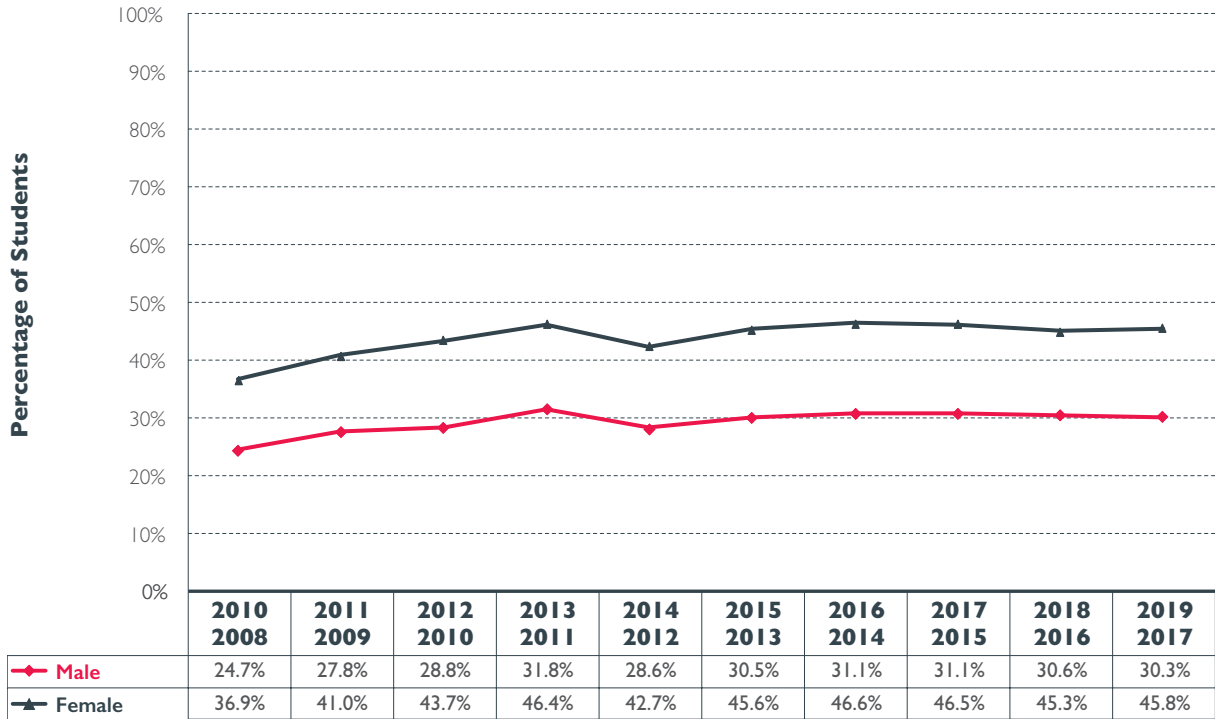


Figure 18. University Entrance attainment rates by gender for the tracked Year II cohort 2008 to 2017 at the end of three years.



**Statistics by Ethnicity**

Figures 19-22 show attainment rates by ethnicity for NCEA Level 1, NCEA Level 2, NCEA Level 3, and University Entrance using the Tracked Year 11 cohort for the years 2008 to 2017. The ethnicity stated in 2008 to 2017 when the student became a member of the cohort is maintained throughout, even though the student may subsequently alter their ethnicity. Students from Middle Eastern/Latin American/African (MELAA) grouping are omitted from the graphs.

**Tracked Year 11 Cohort attainment of NCEA Level 1 at the end of three years by Ethnicity**

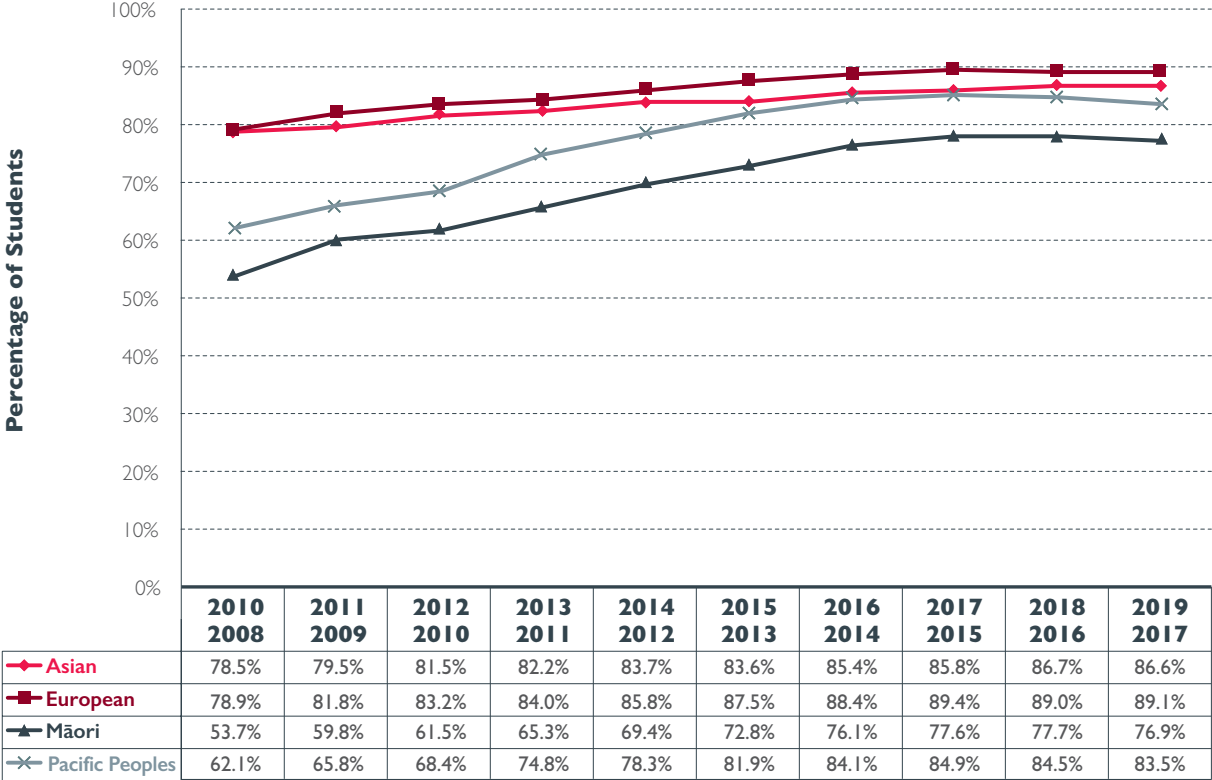


Figure 19. NCEA Level 1 attainment rates by ethnicity for the tracked Year 11 cohort 2008 to 2017 at the end of three years.

### Tracked Year 11 Cohort attainment of NCEA Level 2 at the end of three years by Ethnicity

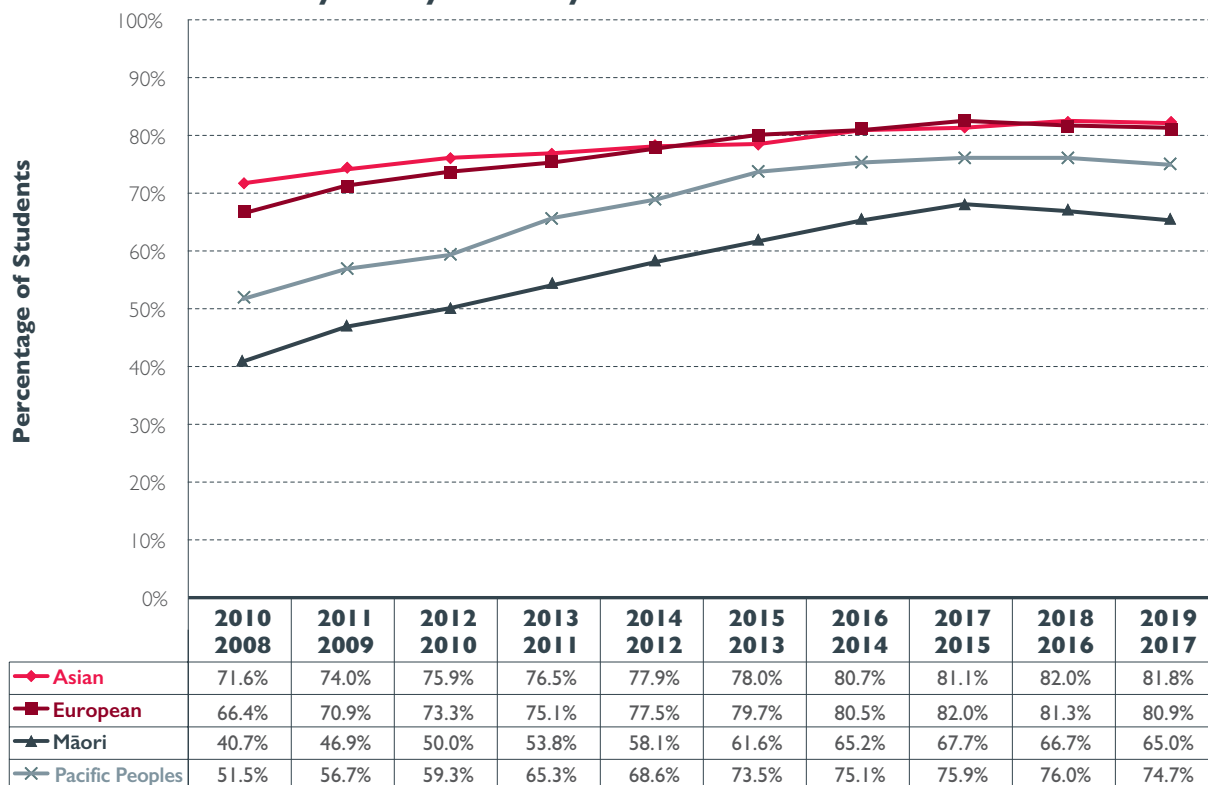


Figure 20. NCEA Level 2 attainment rates by ethnicity for the tracked Year 11 cohort 2008 to 2017 at the end of three years.

### Tracked Year 11 Cohort attainment of NCEA Level 3 at the end of three years by Ethnicity

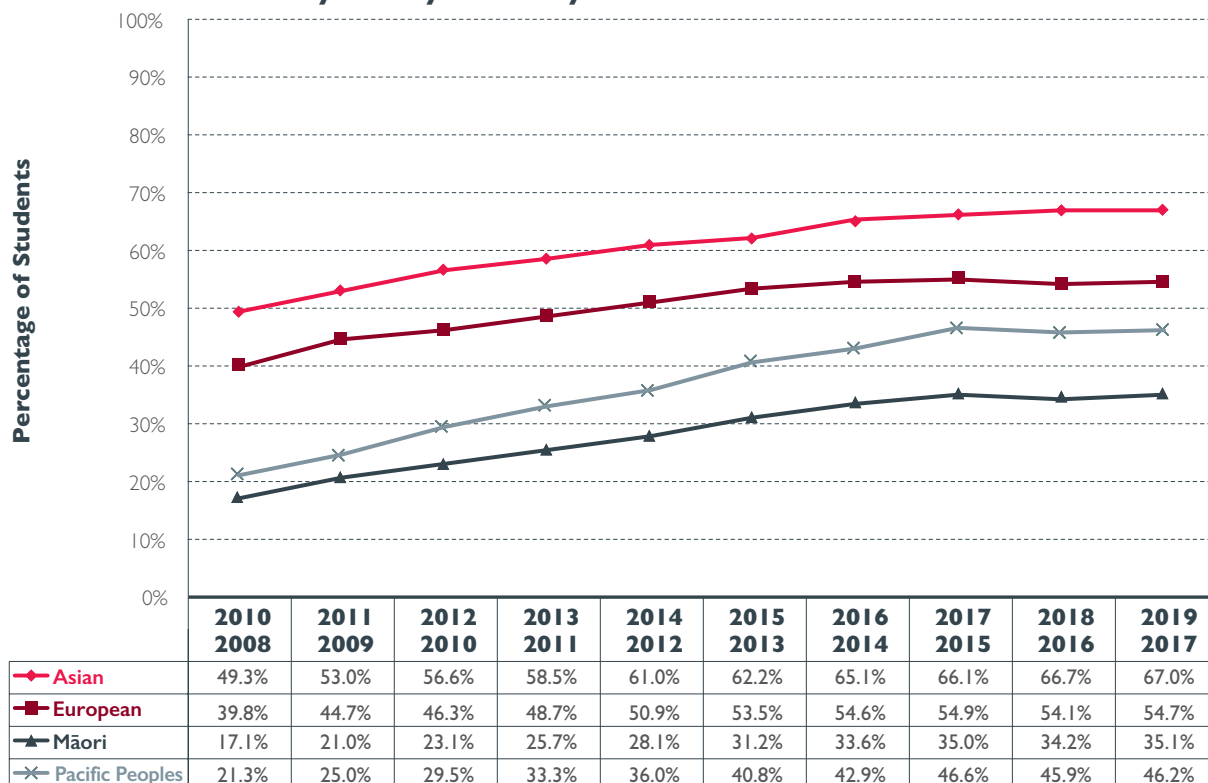


Figure 21. NCEA Level 3 attainment rates by ethnicity for the tracked Year 11 cohort 2008 to 2017 at the end of three years.

### Tracked Year II Cohort attainment of University Entrance at the end of three years by Ethnicity

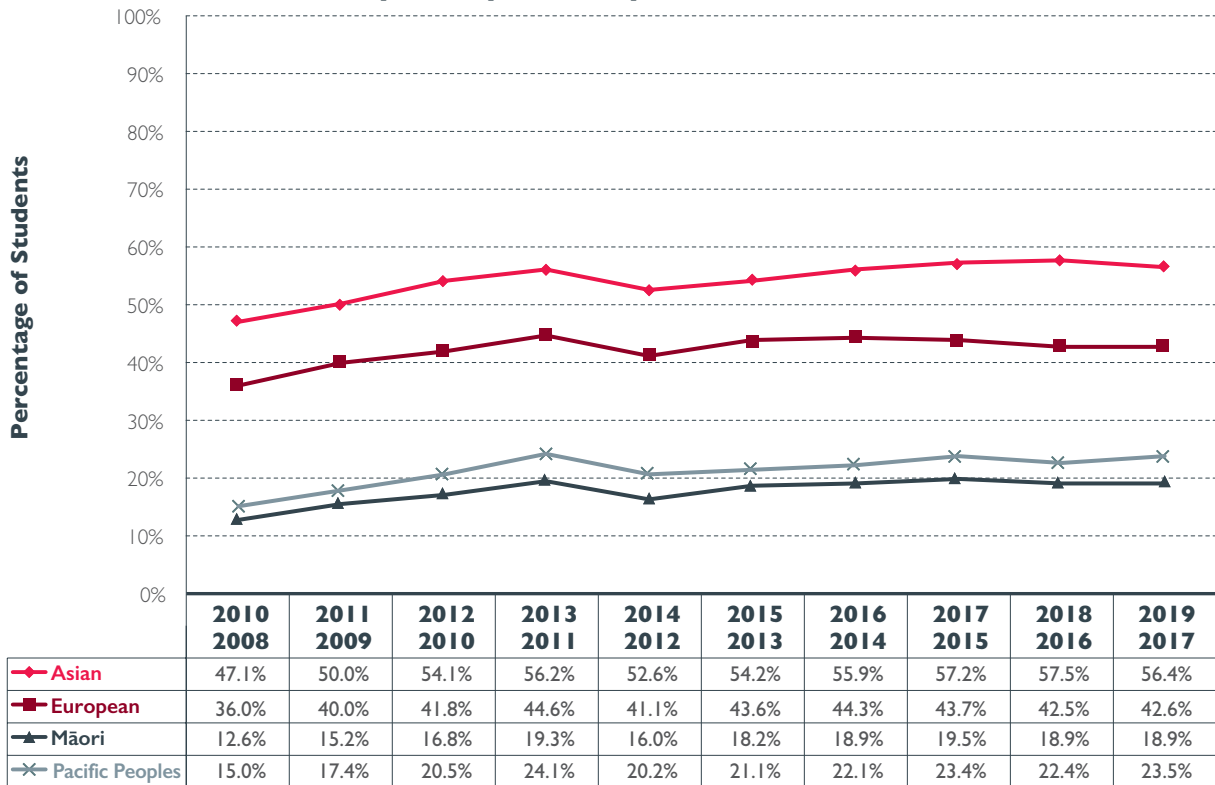



Figure 22. University Entrance attainment rates by ethnicity for the tracked Year II cohort 2008 to 2017 at the end of three years.



**Literacy and  
Numeracy**

In addition to the attainment of literacy and numeracy requirements of NCEA Level 1, attainment for the literacy and numeracy requirements of University Entrance are also reported.

The literacy and numeracy statistics of NCEA Level 1 are based on the Year 11 Enrolment-based cohort.

The literacy and numeracy statistics for University Entrance are based on the Year 13 Enrolment-based cohort.

### **Literacy requirements**

For NCEA Level 1, the requirement for Literacy is a minimum of 10 credits. This requirement can either be met by:

- Achieving all three literacy unit standards; or by
- Achieving 10 or more credits from the approved list of assessment standards and the three English for Academic Purposes unit standards.

For University Entrance, the requirement is a minimum of 10 credits at Level 2 or above, made up of:

- At least 5 credits from approved reading standards
- At least 5 credits from approved writing standards.

### **Numeracy requirements**

For both NCEA Level 1 and University Entrance, the requirement is a minimum of 10 credits. This requirement can either be met by:

- Achieving all three literacy unit standards; or by
- Achieving 10 or more credits from the approved list of Achievement Standards.

### **Alignment of Standards**

Changes to standards as a result of the Alignment of Standards with the New Zealand Curriculum Project (from 2011 to 2013) had an impact on literacy and numeracy attainment. These changes altered both the standards and the range of subjects from which credits could be derived towards the literacy and numeracy requirements.

For further information on literacy and numeracy requirements, please refer to the NZQA website:

[www.nzqa.govt.nz/literacy-requirements](http://www.nzqa.govt.nz/literacy-requirements)

## Literacy and Numeracy for NCEA Level I

Table I shows the percentage of Year 11 students attaining NCEA Level I Literacy and Numeracy by the end of each year.

Year	Literacy	Numeracy
2010	74.9%	83.0%
2011	79.3%	82.4%
2012	82.4%	80.4%
2013	83.9%	81.1%
2014	85.3%	82.9%
2015	86.4%	84.6%
2016	86.5%	85.1%
2017	87.1%	85.5%
2018	86.2%	84.4%
2019	85.5%	83.4%

Table I. Overall cumulative percentage of Year 11 students attaining NCEA Level I Literacy and Numeracy.

## Literacy and Numeracy for University Entrance

Table 2 shows the percentages of Year 13 students achieving the literacy and numeracy requirements for the University Entrance award. For University Entrance, the numeracy percentages are not comparable to the numeracy percentages for NCEA Level 1 reported earlier (refer to Table 1), as the cohorts used are different, i.e. these University Entrance statistics use the Year 13 Enrolment-based Student cohort, whereas the Level 1 numeracy statistics used a Year 11 Enrolment-based Student cohort.

Year	Literacy	Numeracy
2010	66.3%	90.7%
2011	67.3%	90.9%
2012	69.0%	91.1%
2013	71.8%	91.0%
2014	73.8%	91.7%
2015	73.4%	92.7%
2016	69.9%	93.1%
2017	70.2%	93.7%
2018	70.5%	93.8%
2019	70.4%	94.0%

Table 2. Overall cumulative percentage of Year 13 students attaining University Entrance Literacy and Numeracy.



**NCEA Certificate**  
**Endorsement**



Certificate Endorsement with Merit or Excellence for NCEA Levels 1, 2 and 3 was introduced in 2007 to motivate students toward higher attainment. To be awarded an Excellence endorsement, students must achieve 50 or more credits at Excellence. To be awarded a Merit endorsement, students must achieve 50 or more credits with Merit or above.

The attainment rate of certificate endorsement is the percentage of students who achieved an NCEA certificate with an endorsement in the same year.<sup>2</sup> The denominator for these percentages is the number of students who achieved the qualification.

Figures 23-25 show the percentages of students who achieved NCEA Levels 1, 2, or 3 with Merit or Excellence endorsement.

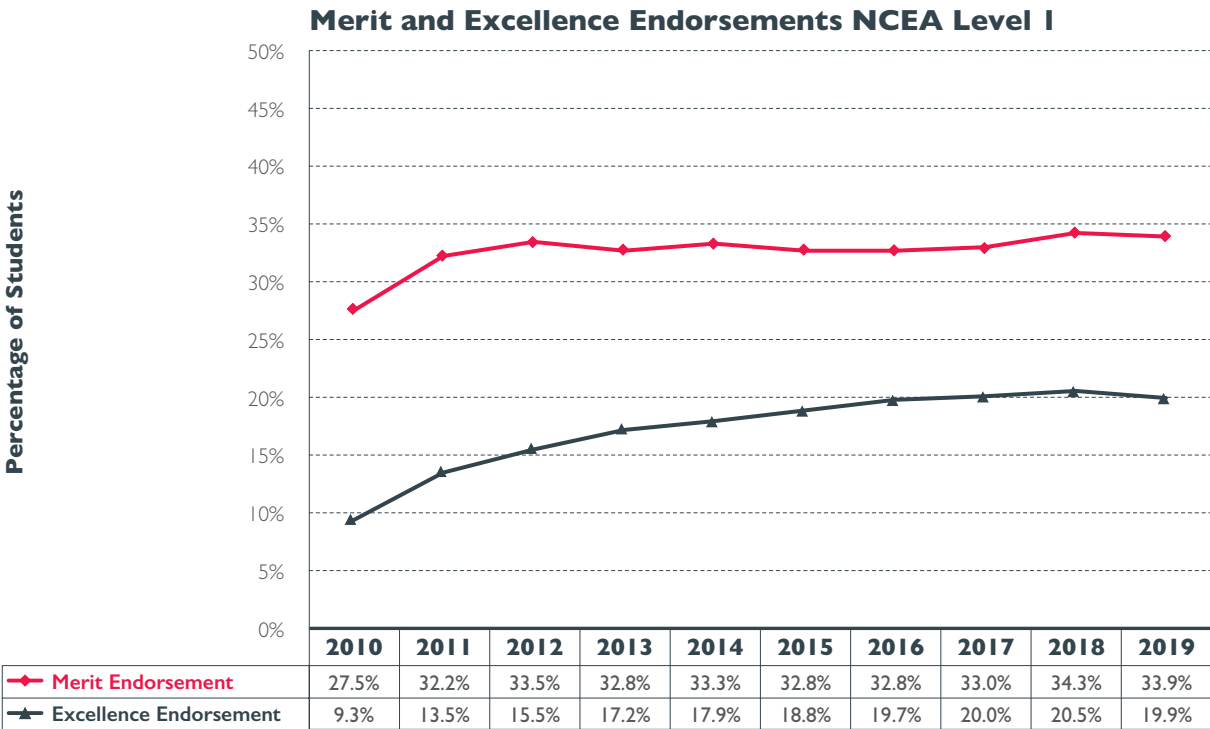


Figure 23. NCEA Level I Endorsements achieved by Year 11 students with NCEA Level I.

<sup>2</sup> Only endorsements gained in the same year as the qualification are included in this report. The number of credits required to gain an endorsement may be accumulated over a number of years. This makes it possible for candidates to add an endorsement to an NCEA Certificate that was achieved in a prior year(s).

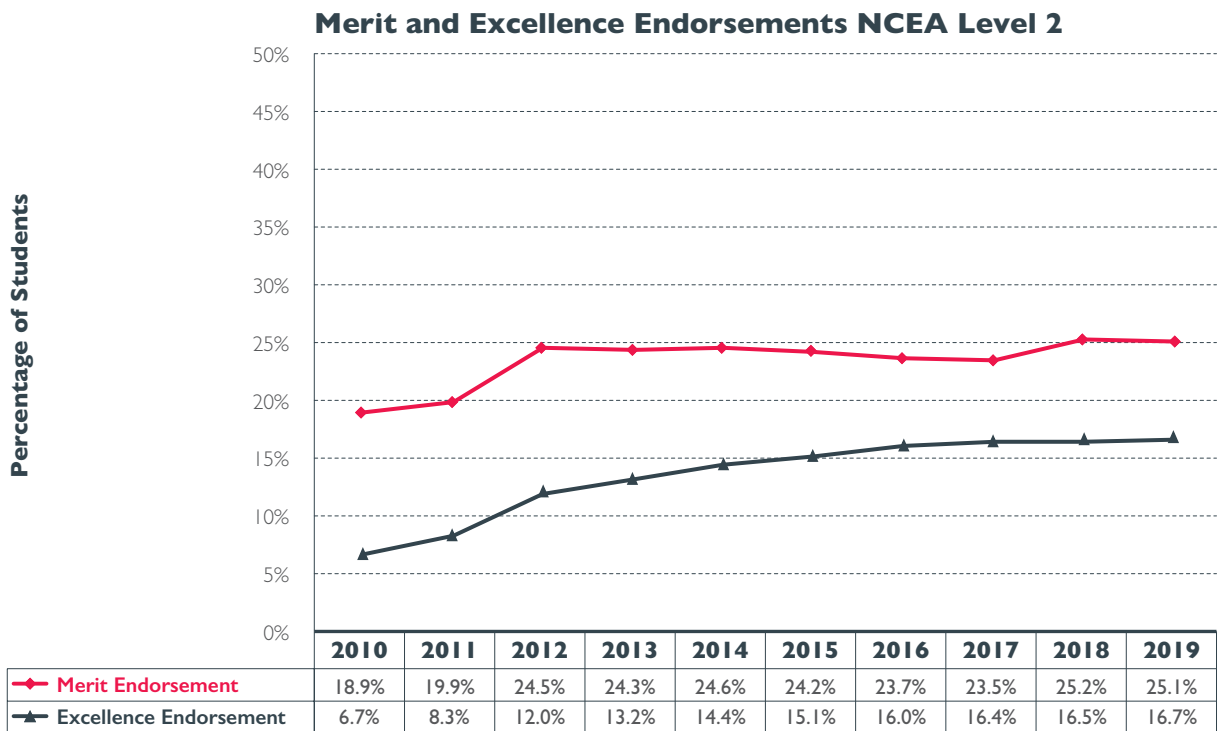


Figure 24. NCEA Level 2 Endorsements achieved by Year 12 students with NCEA Level 2.

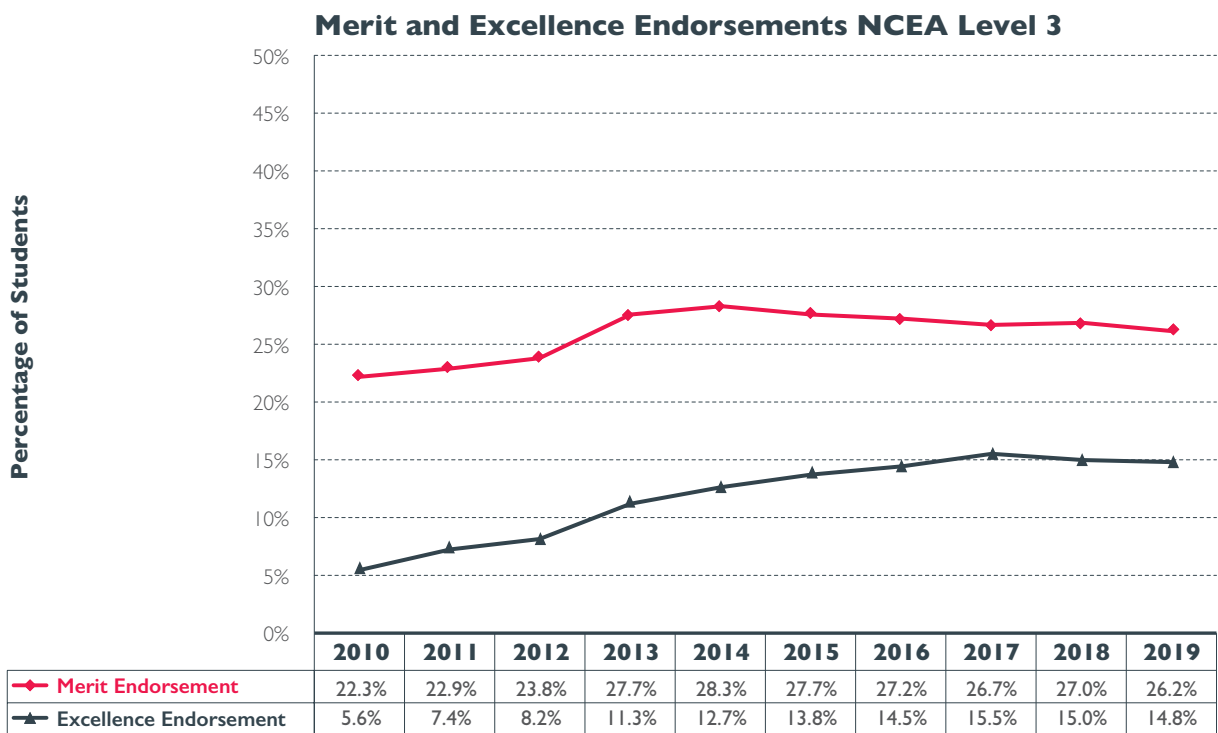


Figure 25. NCEA Level 3 Endorsements achieved by Year 13 students with NCEA Level 3.

## Statistics by Gender

Figures 26-31 show the percentages of male and female students who achieved either Merit or Excellence Endorsement at each NCEA level. Students with "unknown gender" have been omitted from these tables.

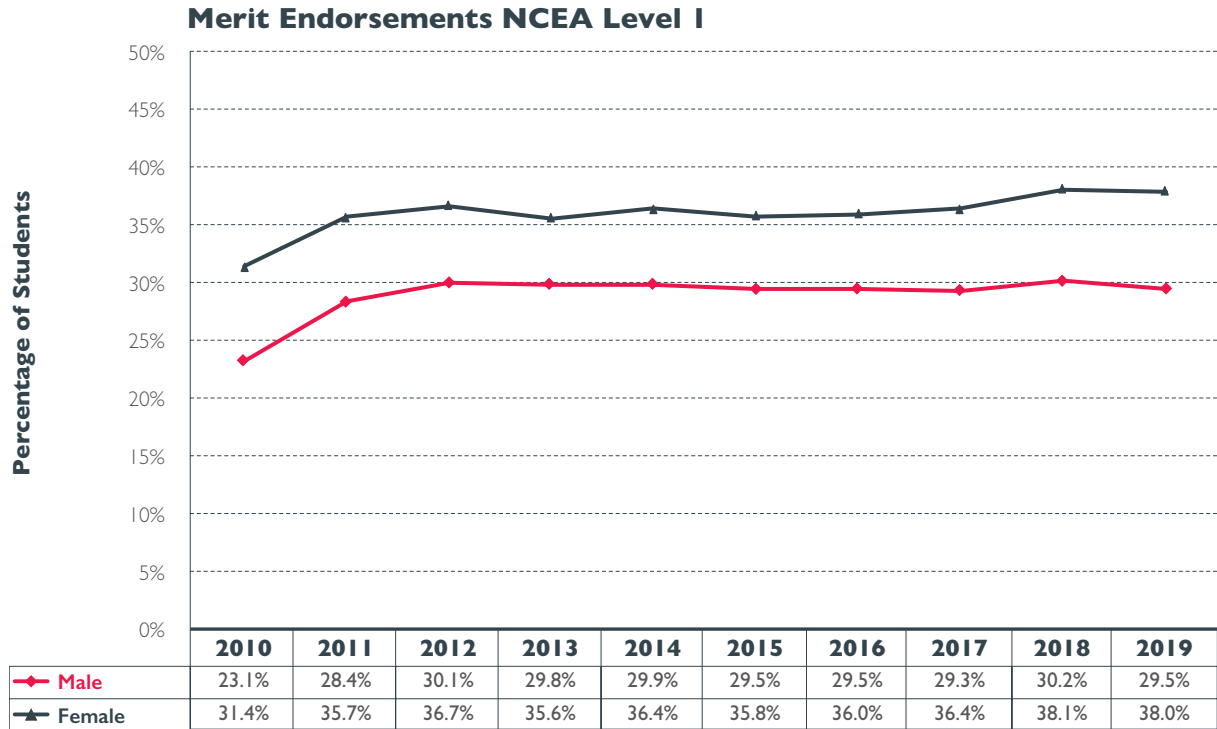


Figure 26. NCEA Level I Merit Endorsements achieved by Year 11 students with NCEA Level I by gender.

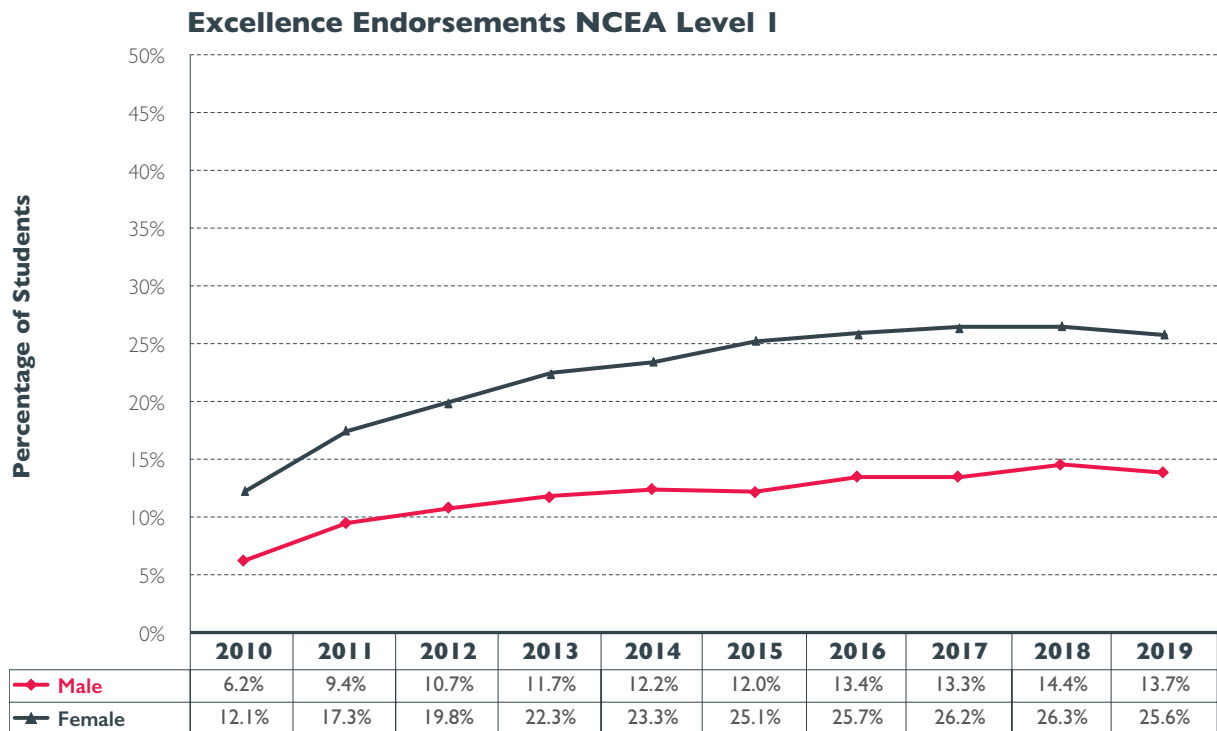


Figure 27. NCEA Level I Excellence Endorsements achieved by Year 11 students with NCEA Level I by gender.

### Merit Endorsements NCEA Level 2

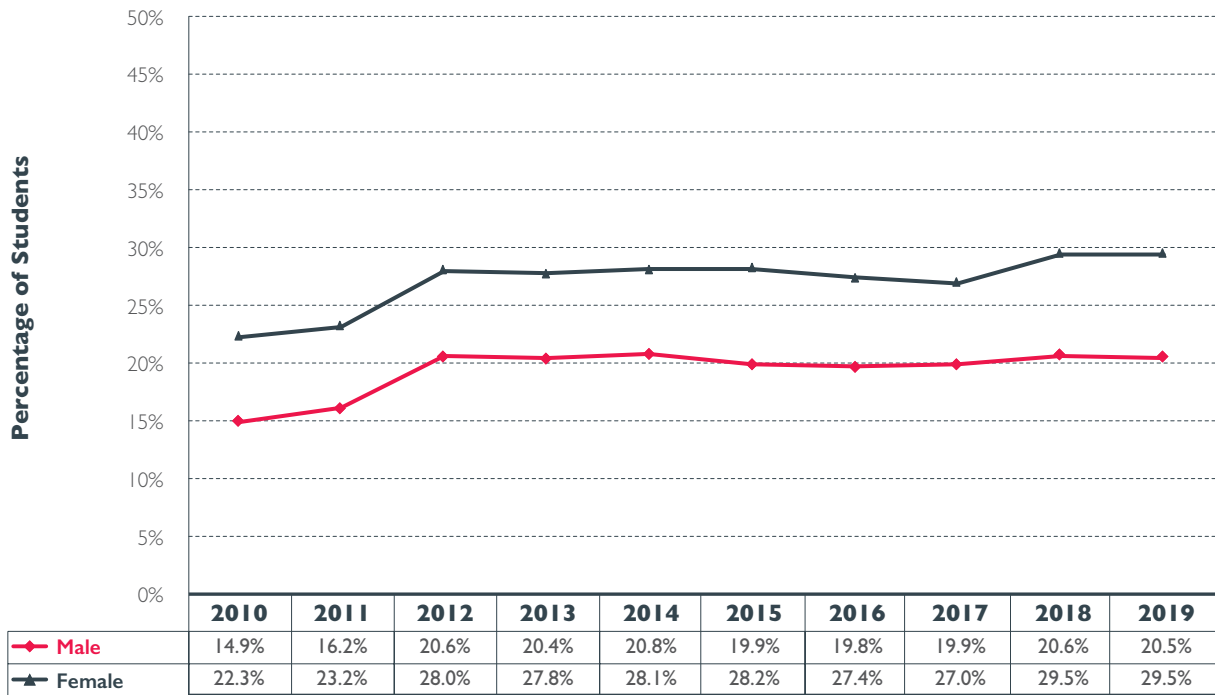


Figure 28. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by gender.

### Excellence Endorsements NCEA Level 2

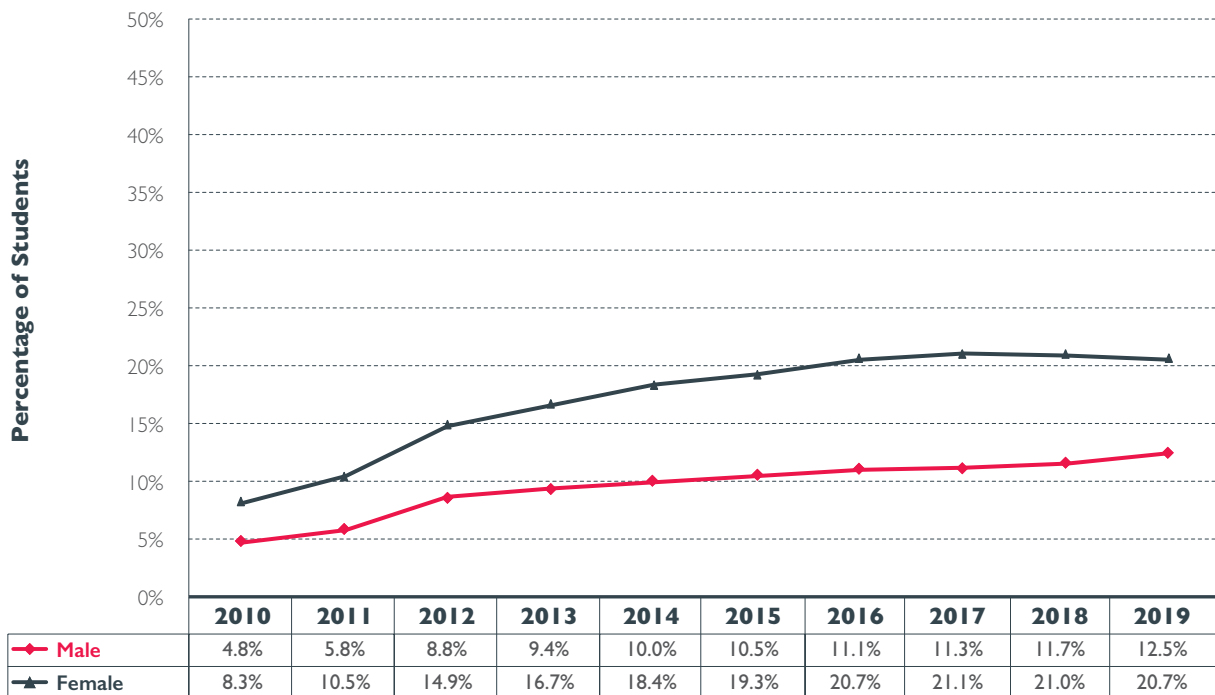


Figure 29. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by gender.

### Merit Endorsements NCEA Level 3

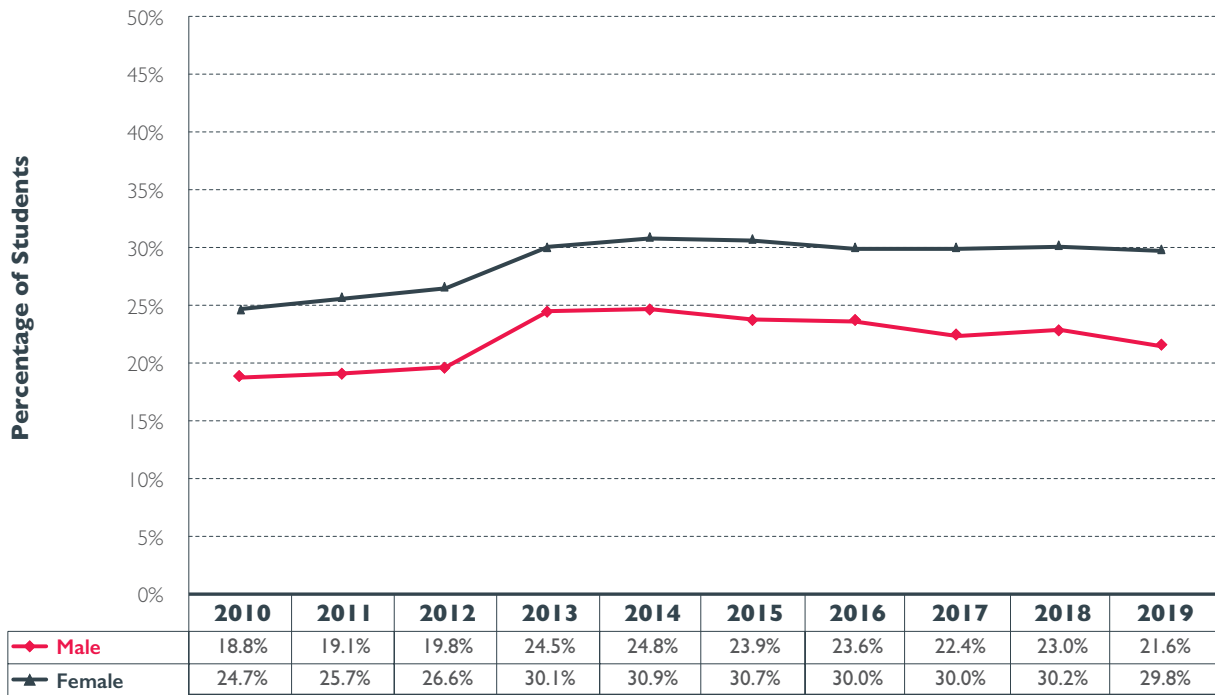


Figure 30. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by gender.

### Excellence Endorsements NCEA Level 3

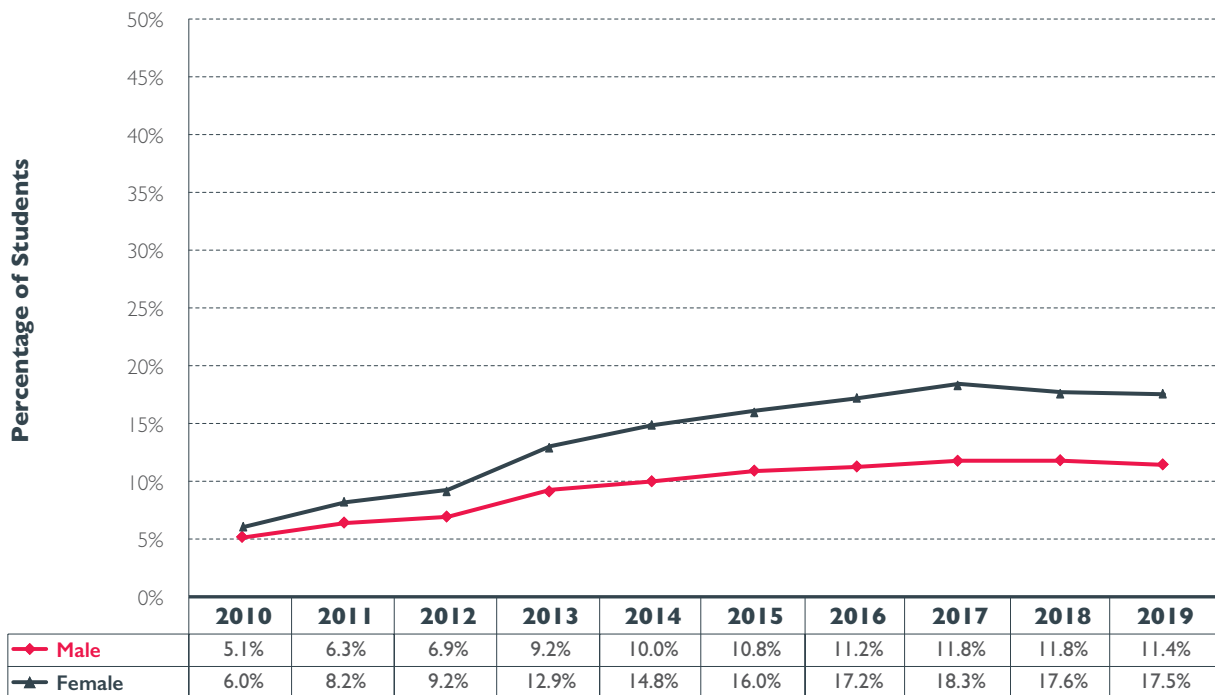


Figure 31. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by gender.

## Statistics by Ethnicity

Figures 32-37 show the percentage of Asian, European, Māori, and Pacific students who achieved Merit or Excellence Endorsements at each level of NCEA. Students from Middle Eastern/Latin American/African (MELAA) grouping are omitted from the graphs. For data used in this report with all ethnicities included please refer to the NZQA website:

[www.nzqa.govt.nz/statistics](http://www.nzqa.govt.nz/statistics)

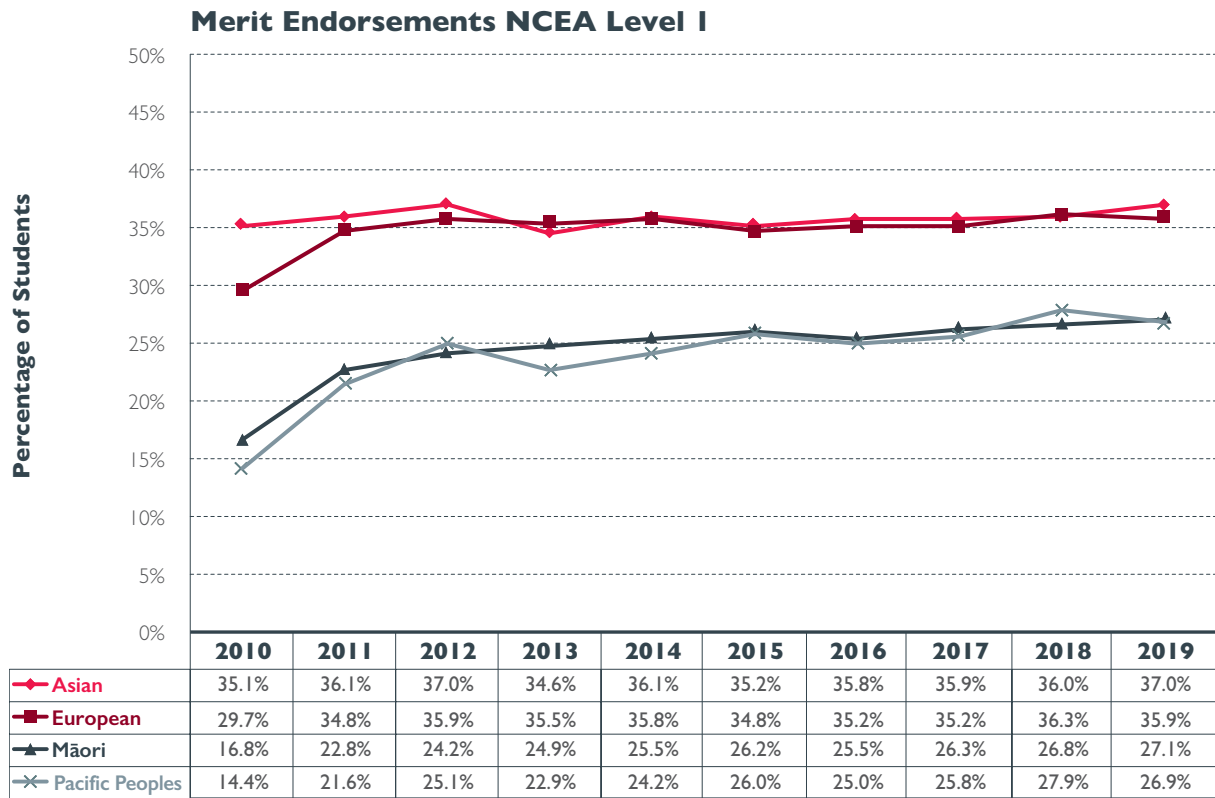


Figure 32. NCEA Level I Merit Endorsements achieved by Year 11 students with NCEA Level I by ethnicity.

### Excellence Endorsements NCEA Level I

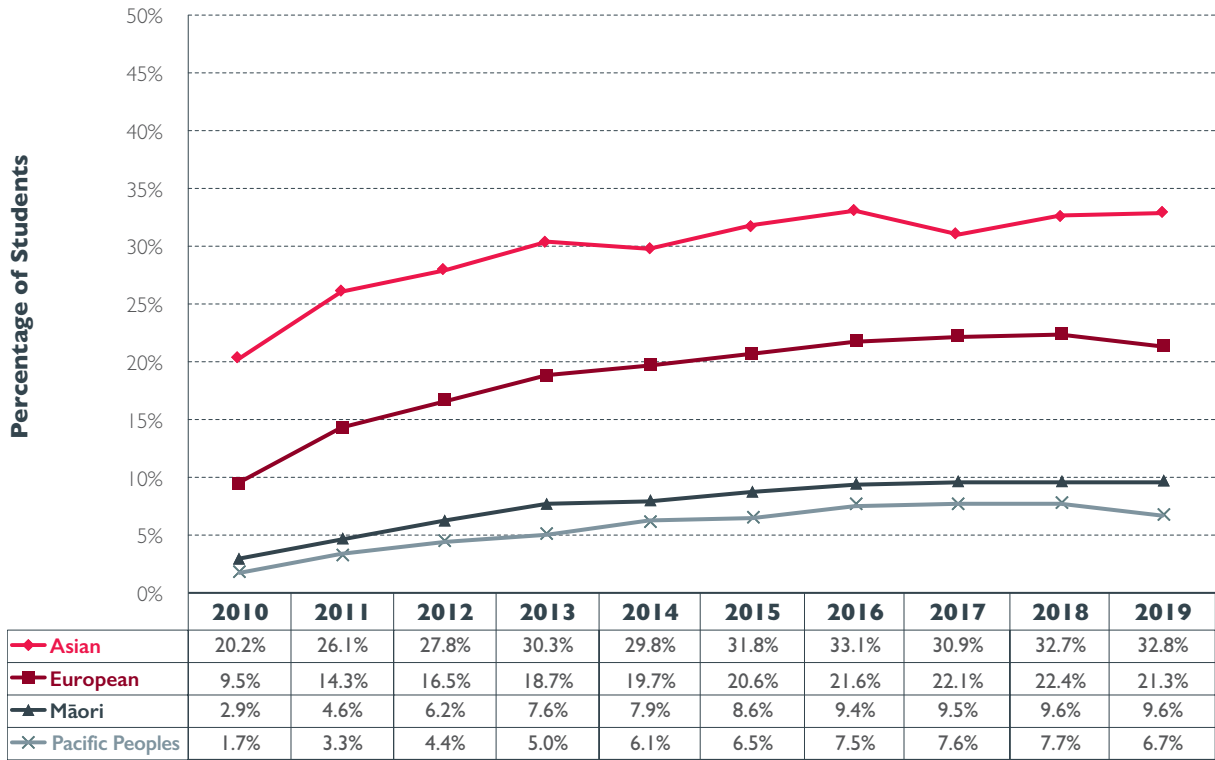


Figure 33. NCEA Level I Excellence Endorsements achieved by Year 11 students with NCEA Level I by ethnicity.

### Merit Endorsements NCEA Level 2

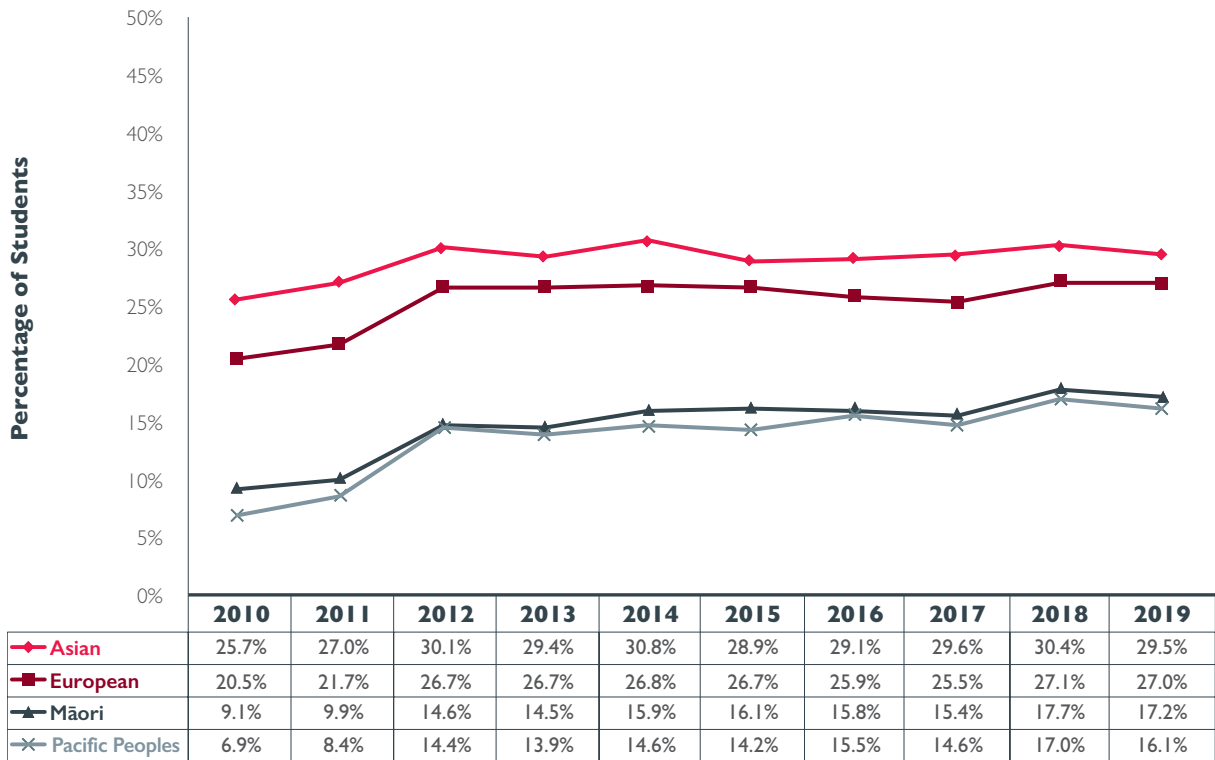


Figure 34. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by ethnicity.

### Excellence Endorsements NCEA Level 2

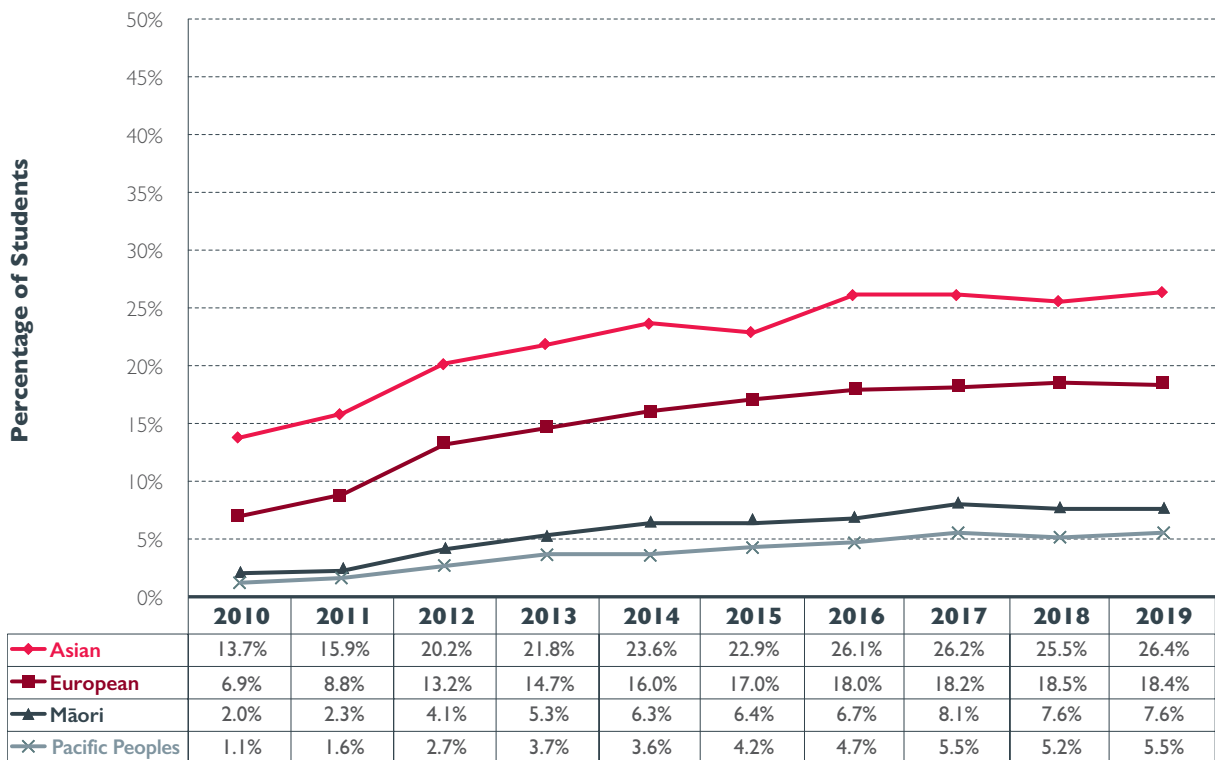


Figure 35. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by ethnicity.



### Merit Endorsements NCEA Level 3

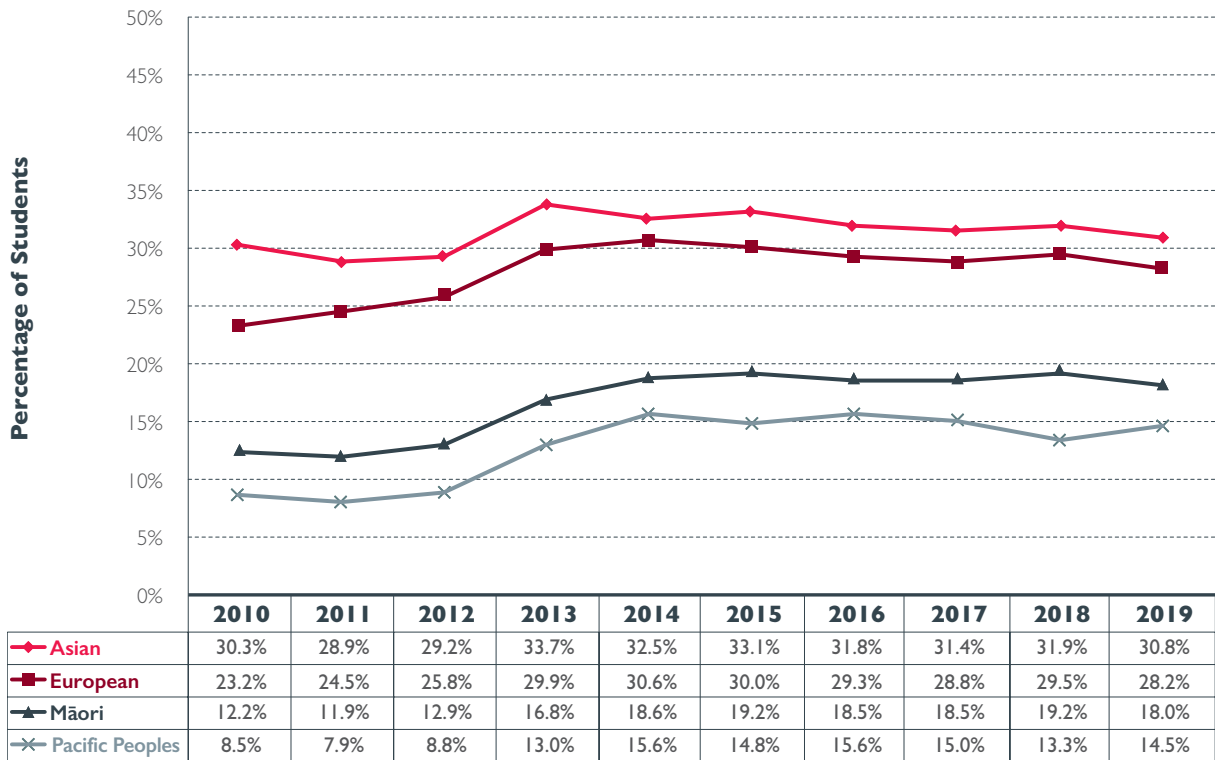


Figure 36. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by ethnicity.

### Excellence Endorsements NCEA Level 3

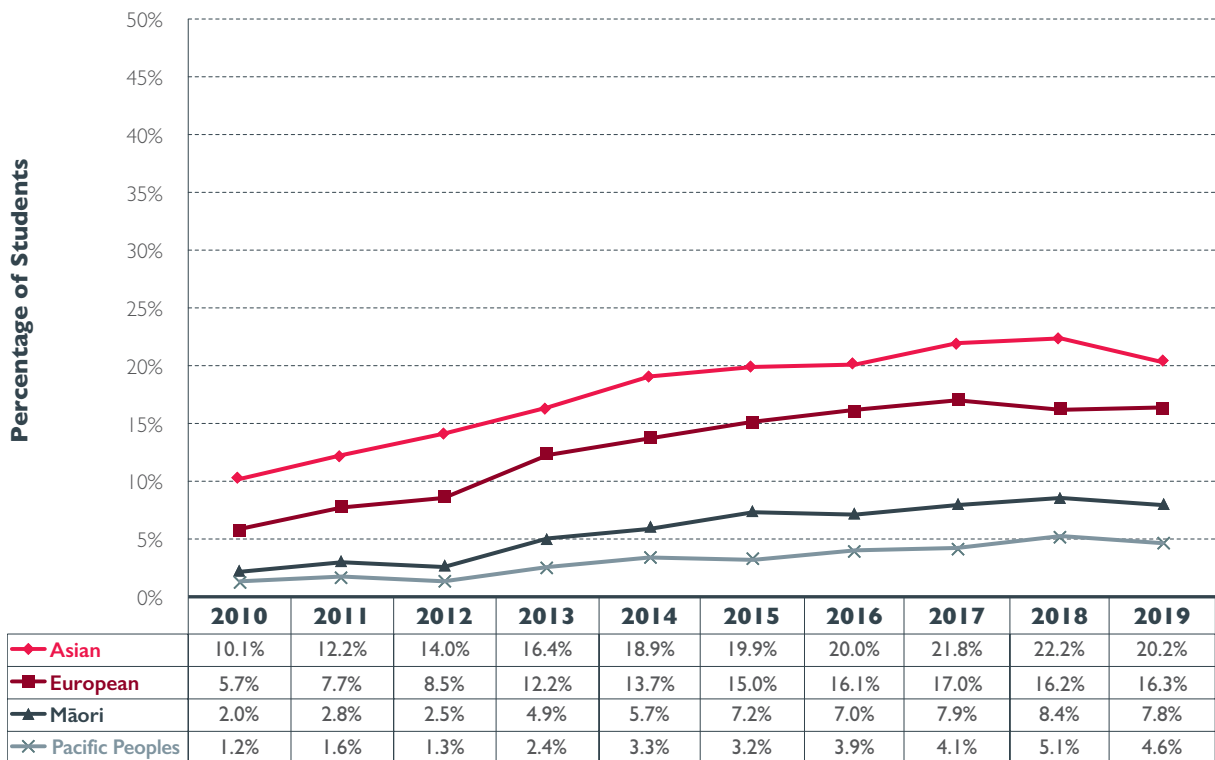


Figure 37. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by ethnicity.

## Statistics by School Decile Band

Figures 38-43 show the percentages of students in School Decile Bands 1-3, 4-7 and 8-10 who achieved Merit or Excellence Endorsements at each NCEA level.

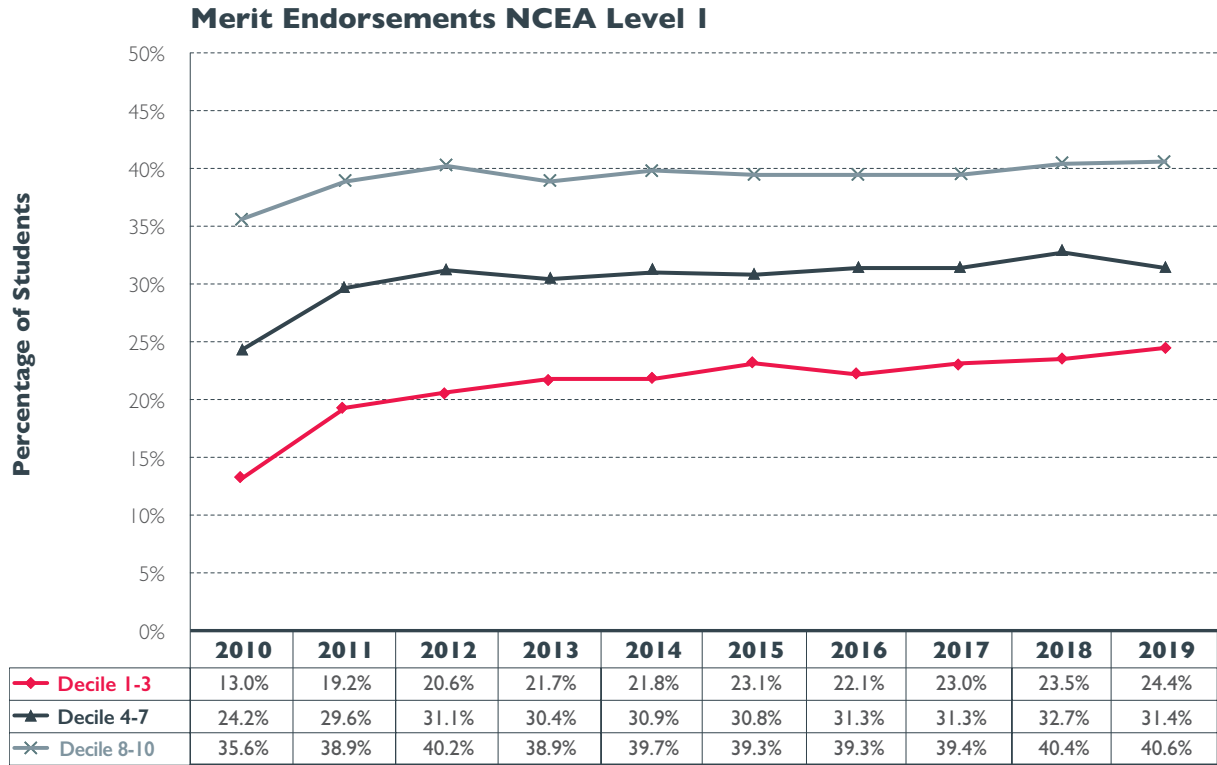


Figure 38. NCEA Level I Merit Endorsements achieved by Year 11 students with NCEA Level I by school decile band.

### Excellence Endorsements NCEA Level I

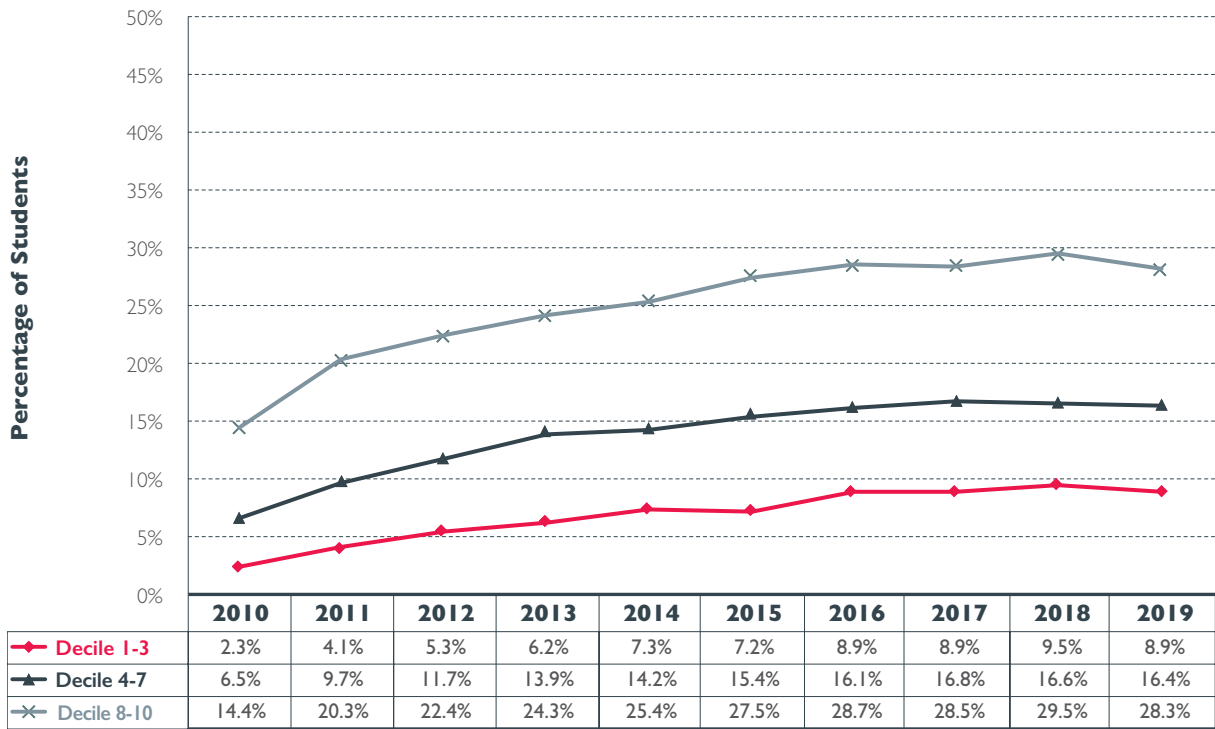


Figure 39. NCEA Level I Excellence Endorsements achieved by Year 11 students with NCEA Level I by school decile band.

### Merit Endorsements NCEA Level 2

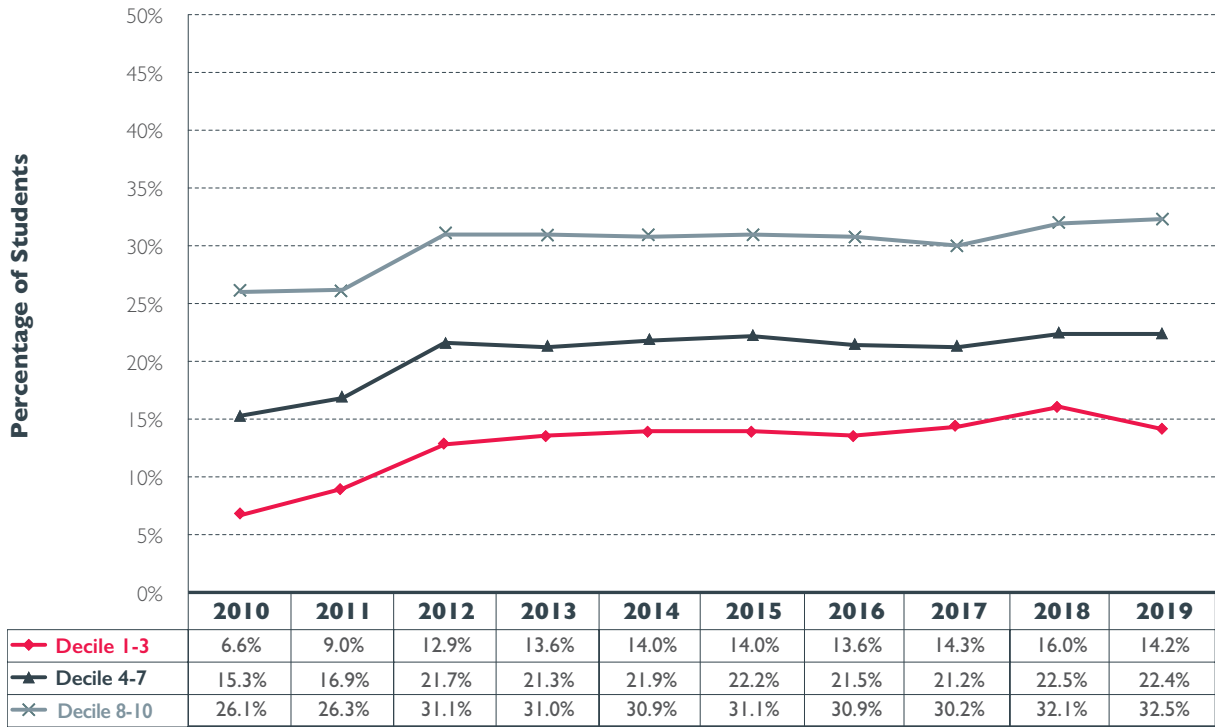


Figure 40. NCEA Level 2 Merit Endorsements achieved by Year 12 students with NCEA Level 2 by school decile band.

### Excellence Endorsements NCEA Level 2

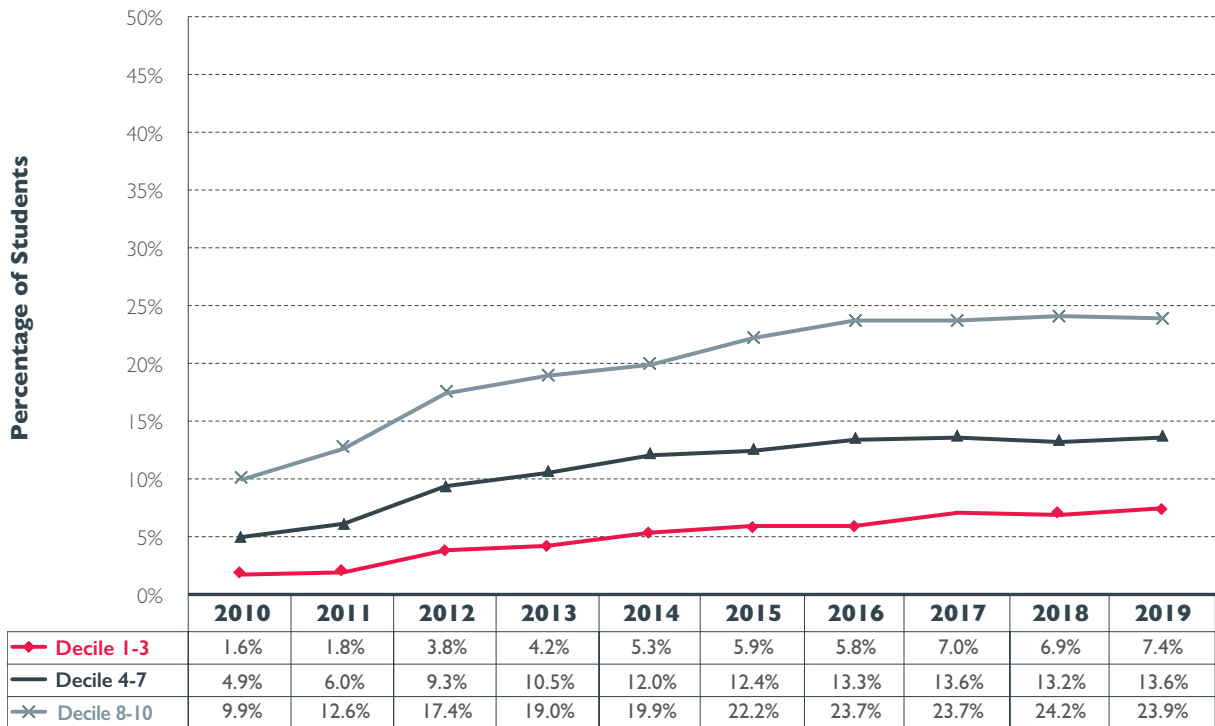


Figure 41. NCEA Level 2 Excellence Endorsements achieved by Year 12 students with NCEA Level 2 by school decile band.

### Merit Endorsements NCEA Level 3

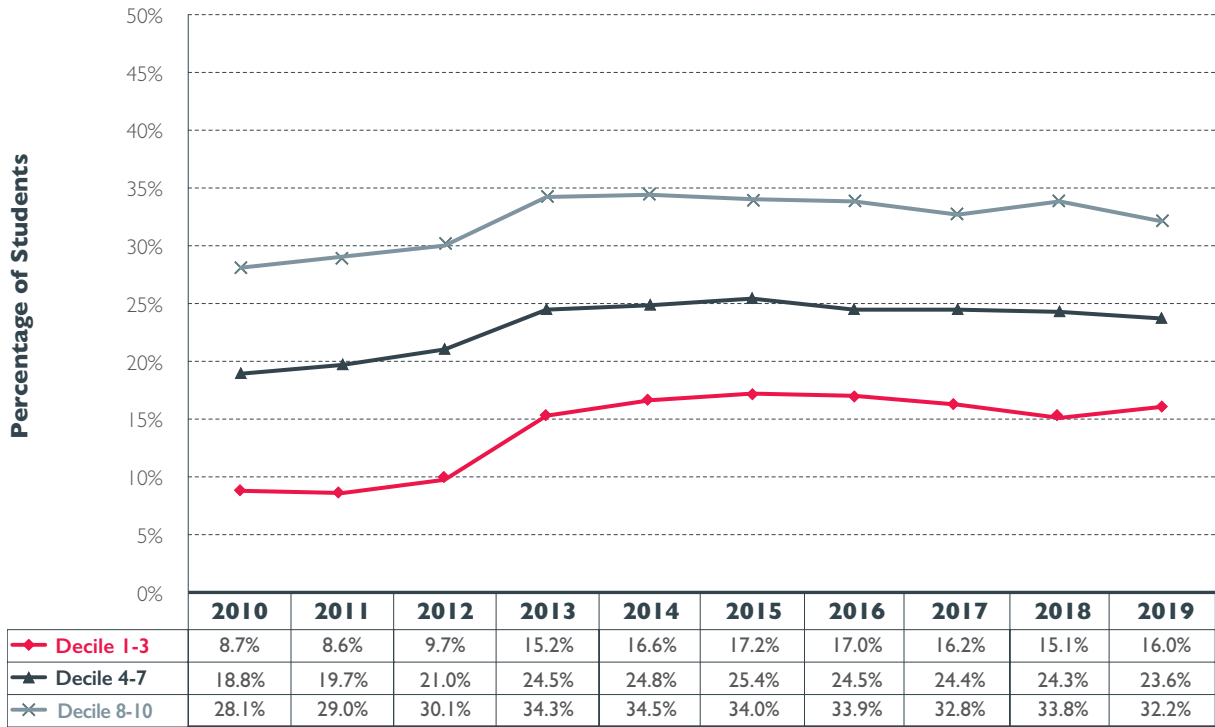


Figure 42. NCEA Level 3 Merit Endorsements achieved by Year 13 students with NCEA Level 3 by school decile band.

### Excellence Endorsements NCEA Level 3

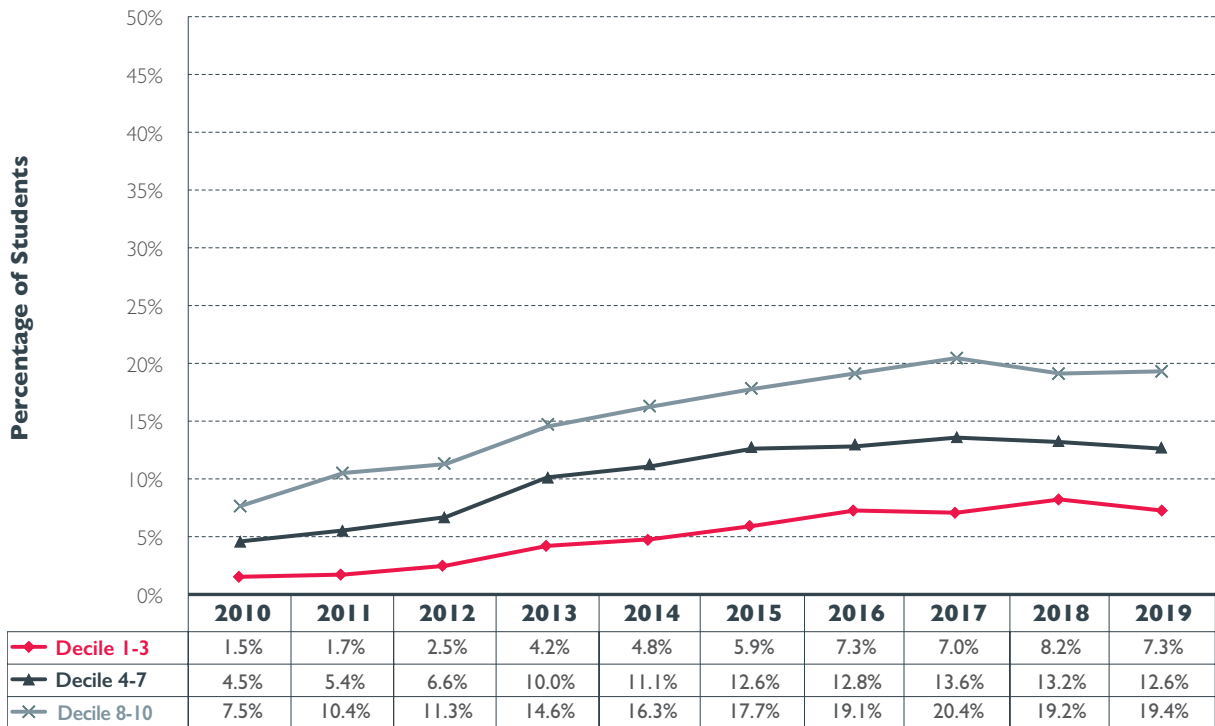


Figure 43. NCEA Level 3 Excellence Endorsements achieved by Year 13 students with NCEA Level 3 by school decile band.



**Course**

**Endorsement**

Schools create courses based on the New Zealand Curricula. The courses, in turn, are constructed from a series of standards.

Course Endorsement recognises a student's academic strength in an individual course.

There are two types of Course Endorsements:

- Endorsement with Excellence
- Endorsement with Merit.

To receive a Course Endorsement, a student must gain 14 credits or more at Excellence or Merit in standards linked to that course. For most courses there is a further requirement that at least 3 of these credits must be gained from externally assessed standards, and 3 credits from internally assessed standards.<sup>3</sup>

A Course Endorsement with Excellence is gained when at least 14 credits have a result of Excellence, including the required credits for externally assessed and internally assessed standards.

A Course Endorsement with Merit is gained when at least 14 credits have a result of Merit, or a mix of Merit and Excellence results, including the required credits for externally assessed and internally assessed standards.

A course may be assessed using a series of standards at different levels. The level at which a course is endorsed is determined by the lowest level standard included in the course. For example, a student who takes a course assessed by a mix of Level 1 and Level 2 standards and receives Excellences in all the standards will gain a Course Endorsement with Excellence at Level 1 rather than at Level 2.

A course offered at one school may differ from that offered at another. For example, two schools may offer Year 11 Physical Education. One school may assess the course using standards from the traditional subject area of Physical Education. The other may prepare its students for Sports Medicine, so the course includes standards from Health and Biology. Although both courses are Year 11 Physical Education, they differ in content. For this reason NZQA does not provide any statistics based on course comparisons between schools.

All percentages of students shown in this section (Figures 44-47) are based on the number of students in the Enrolment-based Cohort.

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<sup>3</sup> This does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

## Merit and Excellence Endorsements

Figures 44-47 show the number of Merit and Excellence Endorsements expressed as a percentage of the total number of endorsable courses. Note that these percentages are based on the total count of endorsable courses and not the count of students. For example, if a student has five endorsable courses and attains a Merit for two courses and an Excellence for one course, then five is included in the total count of endorsable

courses, two is included in the count of Merit endorsements, and one is included in the count of Excellence endorsements.

Added together, the 2019 Merit and Excellence endorsement percentages give an overall endorsement percentage for Year 11 of 31.7%, Year 12 of 30.0%, and Year 13 of 26.9%.

### Merit and Excellence Endorsements by Year 11, Year 12, and Year 13 students

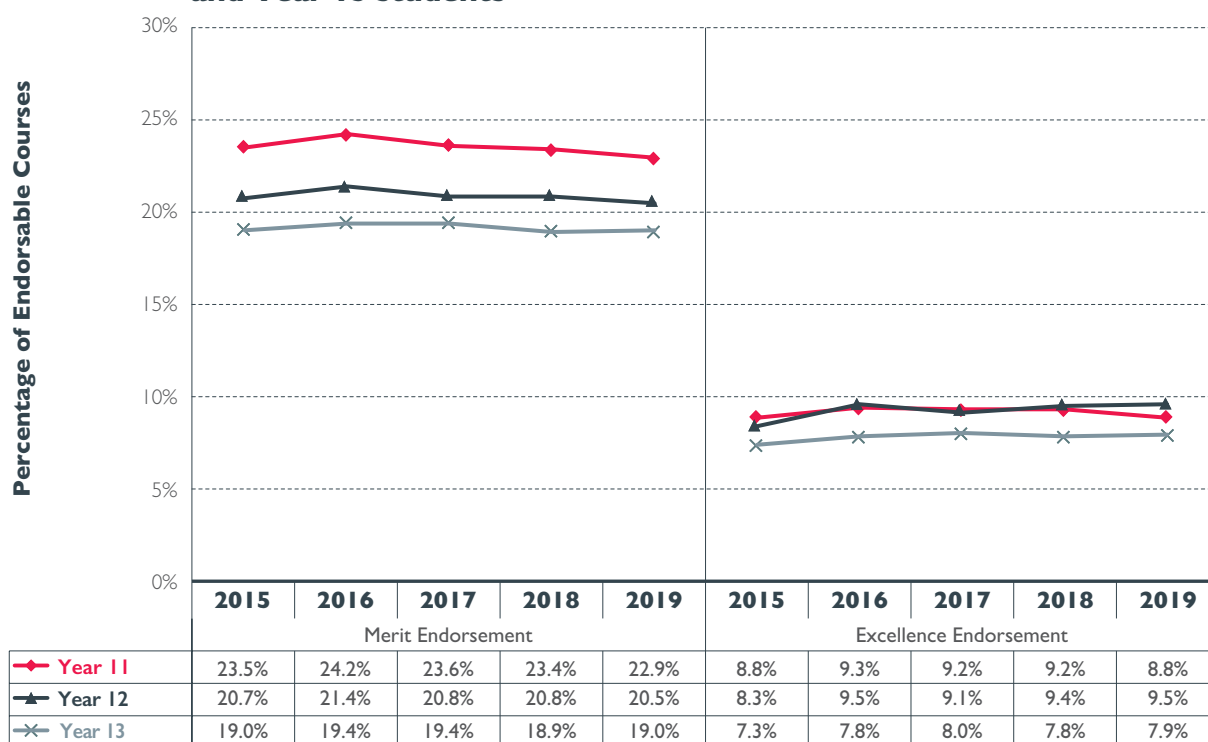


Figure 44. Course Endorsement attainment rates attained by Years 11 to 13 students.



Figures 45-47 show the percentages of Merit and Excellence course endorsements by gender, by ethnicity, and by school decide bands.

**Statistics by Gender**

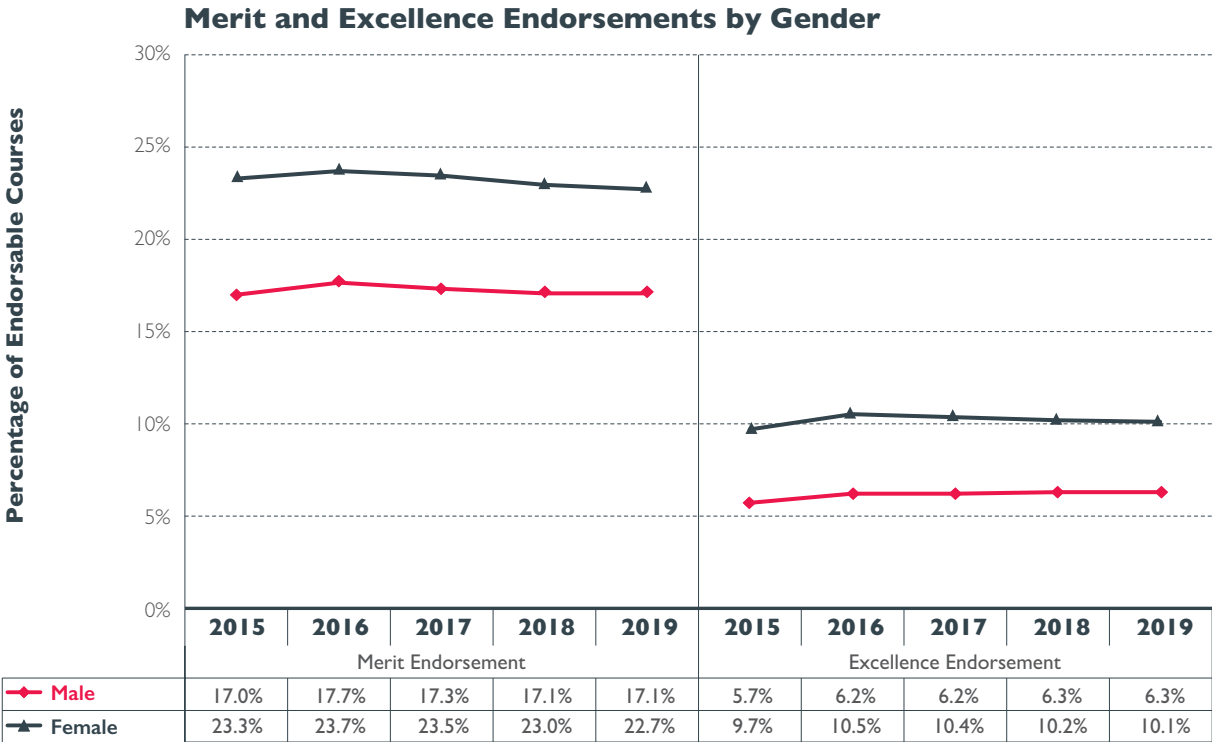


Figure 45. Course Endorsement attainment rates attained by Years 11 to 13 students by gender. Students with “unknown gender” have been omitted from this table.

## Statistics by Ethnicity

### Merit and Excellence Endorsements by Ethnicity

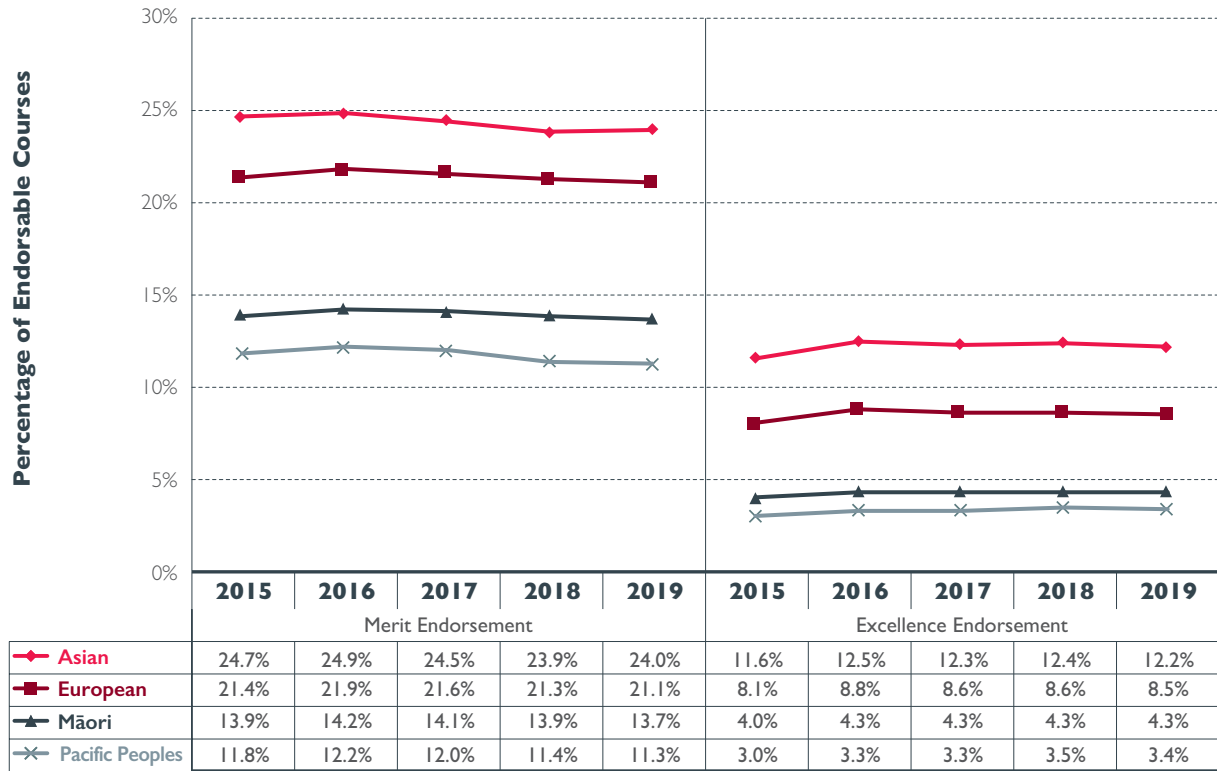


Figure 46. Course Endorsement attainment rates attained by Years 11 to 13 students by ethnicity.

## Statistics by School Decile Band

### Merit and Excellence Endorsements by School Decile Band

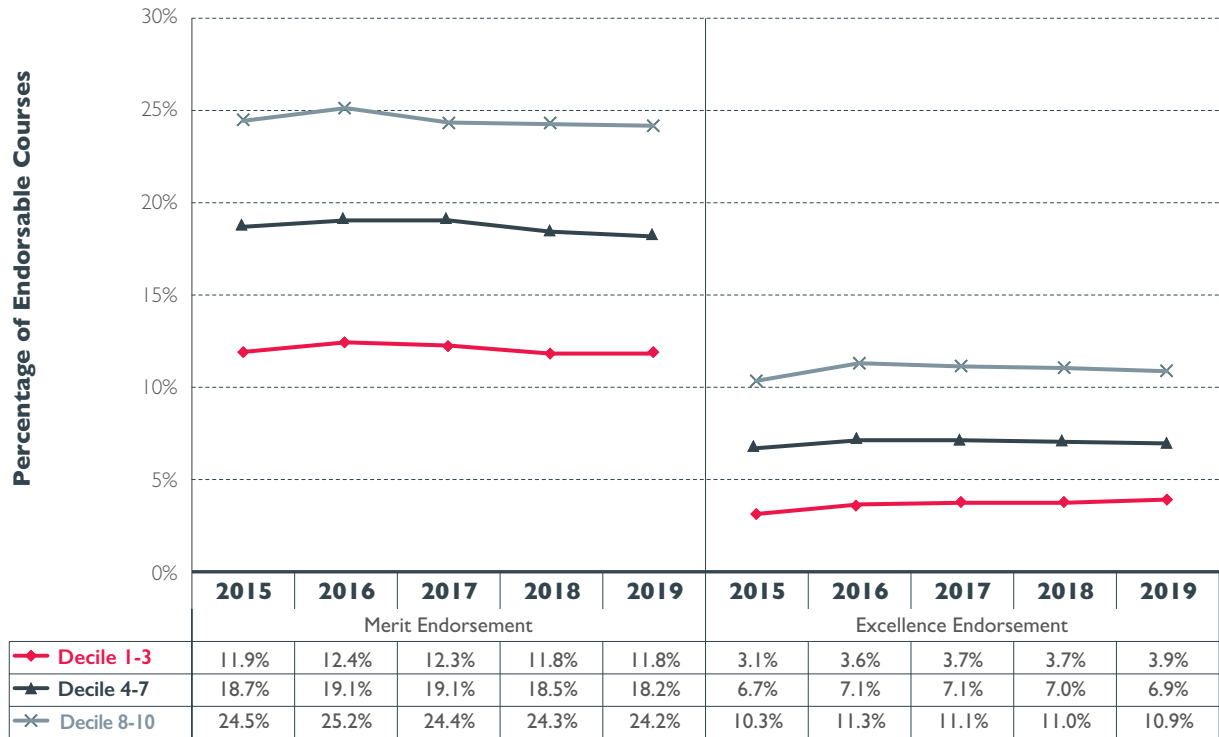



Figure 47. Course Endorsement attainment rates attained by Years 11 to 13 students by school decile band.



**New Zealand  
Scholarship**

New Zealand Scholarship challenges New Zealand's most able secondary school students in their selected subjects. The assessments (usually examinations) are very demanding, even for the highest-performing students. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalisation skills, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Scholarship students are generally Year 13 students. However, some Year 12 and even Year 11 students undertake Scholarship assessments.

Each Scholarship subject has two types of passing grade – Scholarship (S), and Outstanding Scholarship (O). These are not to be confused with the Scholarship Award and the Outstanding Scholar Award, which are monetary awards given to students with passing grades in multiple Scholarship subjects.

## Scholarship Monetary Awards

There are six classes of award for Scholarship:

- Prime Minister's Award
- Premier Award
- Outstanding Scholar Award
- Scholarship Award
- Top Subject Scholar Award
- Single Subject Award.

The Prime Minister's Award is awarded to the student with the highest overall level of academic excellence of the Premier Award winners.

Apart from the Prime Minister's Award, the other five awards carry a monetary value ranging from a single \$500 payment through to \$10,000 per annum for up to three years. Scholarship monetary awards are made to those students who undertake tertiary study in New Zealand, and are intended to provide financial assistance to support this study.

The number of students achieving a passing grade in each Scholarship subject is set at 3% of the number of Year 13 students studying that subject at Level 3. That is, 3% of students who have achieved, or through external assessment may achieve at least 14 credits in that subject at Level 3. In cases where either the number of Year 13 students in the Level 3 subject or the number of students entered for that Scholarship subject is small, the percentage may vary from 3%.

Scholarship student performance in each subject is assessed at the end of each year against published performance standards. For many subjects, assessment involves a three-hour written examination. However, Dance, Drama, and Music also involve assessment by recorded performance, and all languages also involve recorded speaking. Design, Design and Visual Communication, Painting, Photography, Printmaking, and Sculpture are assessed through portfolios of work. Physical Education and Technology are assessed through submitted reports.

In 2019, a total of 2,147 students achieved one or more Scholarship subject awards; of which 12 students achieved a Premier Award, 58 students achieved an Outstanding Scholar Award, 254 students achieved a Scholarship Award, 35 students achieved a Top Subject Scholarship Award, and 1,805 students achieved a Single Subject Award.

Generally, students meeting the criteria for more than one award receive the award with the highest monetary value. However, students receiving a Top Subject Scholar Award, who also achieve Scholarship in another subject, also receive a Single Subject Award.

The monetary payment to 2019 Scholarship winners is estimated at approximately \$3.9 million over a period of three years.

For further details about Scholarship and the Awards, see the NZQA website:

[www.nzqa.govt.nz/scholarship](http://www.nzqa.govt.nz/scholarship)

## Scholarship Statistics

In 2019, 9,816 students entered New Zealand Scholarship assessments in one or more subjects. Some students entered Scholarship subjects but did not submit assessments. Of the total of 18,539 subject entries there were 12,604 assessments that were marked and graded. Percentage statistics in this section are based on assessments that were marked and graded.

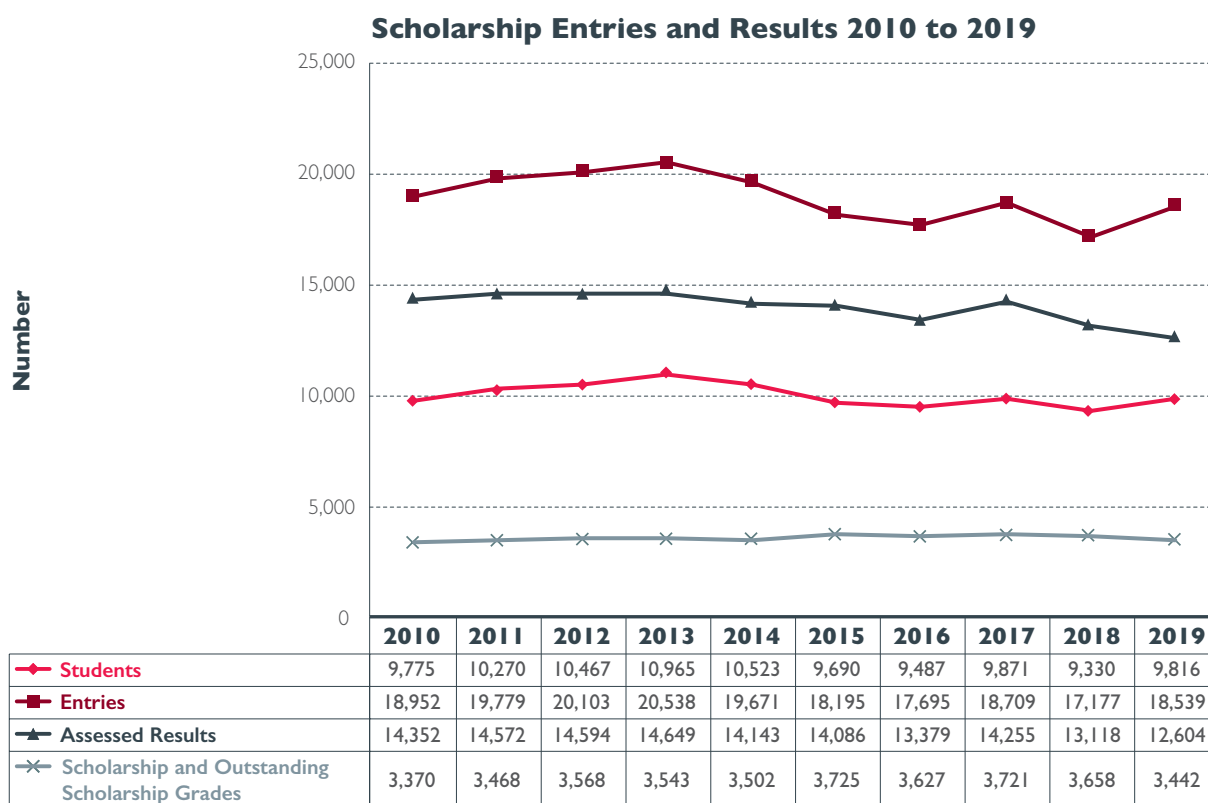


Figure 48. Students, entries, and results, for Scholarship.

Table 3 shows the numbers of entries and results for 2019 Scholarship students. More female than male students made entries in Scholarship subjects. For males, 24.1% of assessed results were graded Scholarship grade, and 3.3% Outstanding Scholarship. For females, the equivalent percentages were 24.8% and 2.4%, respectively.

	Students	Entries	Assessed Results	Scholarship Grades	Outstanding Grades
Male	4,429	9,341	6,657	1,606	217
Female	5,386	9,195	5,944	1,473	145

Table 3. Students, entries, and results, for Scholarship in 2019. Students with “unknown gender” have been omitted from this table.

## Scholarships Awarded in 2019 by Subject

Table 4 shows a breakdown of Scholarship results for 2019 across all 35 subjects. The Level 3 cohort size for each subject is used for determining the number of students obtaining passing grades.

Subject	Level 3 Cohort	Scholarship	Outstanding Scholarship	Total	%
Accounting	2,266	61	7	68	3.0
Agriculture and Horticulture	530	14	2	16	3.0
Art History	934	23	3	26	2.8
Biology	10,027	258	31	289	2.9
Calculus	9,386	250	31	281	3.0
Chemistry	9,136	249	28	277	3.0
Chinese	893	24	3	27	3.0
Classical Studies	3,363	91	10	101	3.0
Dance	923	19	3	22	2.4
Design	2,294	59	7	66	2.9
Design and Visual Communication	1,353	37	4	41	3.0
Drama	2,178	60	7	67	3.1
Earth and Space Science	1,002	23	2	25	2.5
Economics	3,053	83	9	92	3.0
English	16,113	436	49	485	3.0
French	520	14	2	16	3.1
Geography	5,256	147	16	163	3.1
German	221	6	1	7	3.2
Health and Physical Education	4,874	142	13	155	3.2
History	6,543	170	21	191	2.9
Japanese	458	12	2	14	3.1
Latin	39	3	1	4	10.3
Media Studies	2,552	69	7	76	3.0
Music	1,587	46	5	51	3.2
Painting	2,880	81	9	90	3.1
Photography	2,996	84	9	93	3.1
Physics	8,738	235	27	262	3.0
Printmaking	390	12	1	13	3.3
Samoan	253	7	1	8	3.2
Sculpture	196	5	1	6	3.1
Spanish	374	11	1	12	3.2
Statistics	10,328	262	34	296	2.9
Te Reo Māori	848	23	3	26	3.1
Te Reo Rangatira	184	4	1	5	2.7
Technology	3,756	60	11	71	1.9

Table 4. Cohort size and results for Scholarship in 2019.

Table 5 shows the Scholarship results across the 35 subjects by assessed results. For each subject, the table shows the number of entries, absences, and assessed results. The assessed results are categorised by their 3 grades:

- Not Achieved
- Scholarship
- Outstanding Scholarship

and are shown both as numbers and as percentages.



Subject	Entries	Void or Absent	Assessed Results	Not Achieved		Scholarship		Outstanding Scholarship	
				Num.	% of Assessed Results	Num.	% of Assessed Results	Num.	% of Assessed
Accounting	346	103	243	175	72.0	61	25.1	7	2.9
Agriculture and Horticulture	84	18	66	50	75.8	14	21.2	2	3.0
Art History	219	70	149	123	82.6	23	15.4	3	2.0
Biology	1,537	492	1,045	756	72.3	258	24.7	31	3.0
Calculus	1,626	366	1,260	979	77.7	250	19.8	31	2.5
Chemistry	1,492	469	1,023	746	72.9	249	24.3	28	2.7
Chinese	233	68	165	138	83.6	24	14.5	3	1.8
Classical Studies	526	177	349	248	71.1	91	26.1	10	2.9
Dance	110	32	78	56	71.8	19	24.4	3	3.8
Design	434	232	202	136	67.3	59	29.2	7	3.5
Design and Visual Communication	332	43	289	248	85.8	37	12.8	4	1.4
Drama	379	134	245	178	72.7	60	24.5	7	2.9
Earth and Space Science	235	73	162	137	84.6	23	14.2	2	1.2
Economics	486	116	370	278	75.1	83	22.4	9	2.4
English	2,048	658	1,390	905	65.1	436	31.4	49	3.5
French	90	13	77	61	79.2	14	18.2	2	2.6
Geography	886	253	633	470	74.2	147	23.2	16	2.5
German	36	8	28	21	75.0	6	21.4	1	3.6
Health and Physical Education	803	397	406	251	61.8	142	35.0	13	3.2
History	1,061	312	749	558	74.5	170	22.7	21	2.8
Japanese	120	17	103	89	86.4	12	11.7	2	1.9
Latin	46	4	42	38	90.5	3	7.1	1	2.4
Media Studies	428	155	273	197	72.2	69	25.3	7	2.6
Music	403	114	289	238	82.4	46	15.9	5	1.7
Painting	546	256	290	200	69.0	81	27.9	9	3.1
Photography	403	193	210	117	55.7	84	40.0	9	4.3
Physics	1,412	402	1,010	748	74.1	235	23.3	27	2.7
Printmaking	92	45	47	34	72.3	12	25.5	1	2.1
Samoan	79	22	57	49	86.0	7	12.3	1	1.8
Sculpture	63	39	24	18	75.0	5	20.8	1	4.2
Spanish	100	25	75	63	84.0	11	14.7	1	1.3
Statistics	1,337	437	900	604	67.1	262	29.1	34	3.8
Te Reo Māori	150	37	113	87	77.0	23	20.4	3	2.7
Te Reo Rangatira	76	9	67	62	92.5	4	6.0	1	1.5
Technology	321	146	175	104	59.4	60	34.3	11	6.3

Table 5. Entries and results for Scholarship in 2019.

## Premier Awards and Outstanding Scholar Awards

After the Prime Minister's Award, the Premier Awards are the next most prestigious of the Scholarship awards. Following the Premier Awards in prestige are the Outstanding Scholar Awards.

Year	Premier Awards		Outstanding Scholar Awards	
	Female	Male	Female	Male
2015	1	8	16	43
2016	1	9	7	43
2017	2	9	14	36
2018	1	10	14	33
2019	3	9	18	40

Table 6. Number of Premier and Outstanding Scholar Award winners by gender from 2015 to 2019. Students with "unknown gender" have been omitted from this table.

Year	Premier Awards		Outstanding Scholar Awards	
	Decile 8-10	Other Deciles	Decile 8-10	Other Deciles
2015	6	3	45	14
2016	9	1	32	18
2017	10	1	36	14
2018	8	3	35	12
2019	11	1	42	16

Table 7. Number of Premier and Outstanding Scholar Award winners by school decile band from 2015 to 2019.

The total numbers of Premier Award and Outstanding Scholar Award winners by ethnicity for 2019 are shown in Table 8. All ethnicities are shown. Students can have multiple ethnicities; in this case, they will be counted in each ethnicity they reported.

Ethnicity	Premier Awards					Outstanding Scholar Awards				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Asian	5	7	5	4	8	32	24	25	22	26
European	4	4	6	6	5	29	26	26	24	33
Māori	0	0	1	0	0	2	1	1	1	2
Pacific Peoples	0	0	0	0	0	3	0	0	0	0
Middle Eastern/Latin American/African	0	1	0	0	0	1	0	0	1	0
Other Ethnicity	0	0	0	1	0	1	0	0	1	2

Table 8. Number of Premier and Outstanding Scholar Award winners by ethnicity from 2015 to 2019.

Subject	2015	2016	2017	2018	2019
Accounting	1	3	2	1	2
Agriculture and Horticulture	2	2	1	1	0
Art History	0	0	1	0	2
Biology	4	4	3	8	5
Calculus	4	8	8	11	8
Chemistry	6	8	8	10	9
Classical Studies	1	3	3	2	2
Earth and Space Science	4	2	1	2	1
Economics	6	3	2	3	3
English	5	5	7	7	8
French	1	1	1	0	0
Geography	5	5	4	5	1
German	0	0	0	1	0
Health and Physical Education	1	2	3	4	6
History	2	1	4	0	5
Latin	1	0	0	1	0
Media Studies	2	4	3	1	1
Music	1	0	1	0	0
Physics	9	9	9	9	8
Spanish	0	1	0	0	1
Statistics	9	8	9	11	12
Technology	0	0	1	0	0

Table 9. Number of Premier Award Winners attaining Scholarship or Outstanding Scholarship grades by subject from 2015 to 2019.

Note that prior to 2018, Health and Physical Education was Physical Education.

Details about the Premier Award winners may be found on the NZQA website:

[www.nzqa.govt.nz/top-scholars](http://www.nzqa.govt.nz/top-scholars)



**Results by  
Standard Type**

Three categories of assessment standards can contribute credits towards the attainment of NCEA qualifications. They are:

- Unit Standards
- Internally assessed Achievement Standards
- Externally assessed Achievement Standards.

This section reports the results of standards in each of these categories. The cohort used is the All NZQA secondary students' cohort.

The statistics show the results related to a review of standards that was progressively implemented in 2011 (Level 1), 2012 (Level 2), and 2013 (Level 3). The review involved removing, replacing, and modifying standards to improve the alignment of NCEA Level 1, 2, and 3 standards to their respective Curriculum Levels 6, 7, and 8. Also, some standards moved to internal assessment where this was deemed a more appropriate type of assessment.

As a result of the review there were:

- A decrease in the number of Unit Standards
- An increase in the number of Achievement Standards, particularly in Internally assessed Achievement Standards
- An increase in the range of standards that could be used to assess the literacy and numeracy requirements.

Tables 10-11 and Figures 49-60 show the statistics for the three types of standards in 2019, based on the number of assessed results and the number of credits.

When considering the distribution of the percentage of grades by standard type and assessment in Tables 10-13 and Figures 49-54, it should be noted that while Achievement Standards carry the grades Not Achieved, Achieved, Achieved with Merit, and Achieved with Excellence, most Unit Standards only carry the grades Not Achieved, and Achieved.

Table 10 shows entries and assessed results for each type of standard, along with grade percentages computed using assessed results.

	<b>Entries</b>	<b>Number of Assessed Results</b>	<b>Not Achieved</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
Externally Assessed Achievement Standards	1,121,283	879,946	21.6%	37.8%	27.8%	12.8%
Internally Assessed Achievement Standards	2,314,308	2,280,007	15.3%	34.2%	25.3%	25.2%
Unit Standards	775,035	756,026	9.1%	88.4%	1.2%	1.2%

Table 10. Percentage distributions of results for secondary school students in Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2019. Percentages may not sum to 100 due to rounding.

Table 11 shows the number of credits for each type of standard along with grade percentages.

	<b>Number of Credits</b>	<b>Not Achieved</b>	<b>Achieved</b>	<b>Merit</b>	<b>Excellence</b>
Externally Assessed Achievement Standards	3,980,911	20.8%	37.6%	28.0%	13.6%
Internally Assessed Achievement Standards	8,906,269	15.3%	33.6%	25.2%	25.9%
Unit Standards	2,662,862	9.7%	86.9%	1.6%	1.8%

Table 11. Percentage distributions of credits for Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards in 2019.

Tables 12 and 13 show the percentages of assessed results and credits for Unit Standards and Achievement Standards, in each school decile band, by NCEA level.

	<b>Decile 1-3</b>	<b>Decile 4-7</b>	<b>Decile 8-10</b>
<b>LEVEL 1</b>			
Externally Assessed Achievement Standards	15.0%	23.3%	31.1%
Internally Assessed Achievement Standards	67.8%	64.3%	63.3%
Unit Standards	17.2%	12.5%	5.7%
Total Results	270,646	725,896	605,400
<b>LEVEL 2</b>			
Externally Assessed Achievement Standards	14.0%	21.0%	28.6%
Internally Assessed Achievement Standards	58.9%	56.9%	60.9%
Unit Standards	27.1%	22.1%	10.6%
Total Results	185,484	550,235	502,937
<b>LEVEL 3</b>			
Externally Assessed Achievement Standards	15.3%	23.1%	29.4%
Internally Assessed Achievement Standards	66.4%	63.2%	64.7%
Unit Standards	18.3%	13.7%	5.9%
Total Results	109,771	317,094	338,562

Table 12. Percentages and total numbers of assessed results by NCEA level and school decile band. Percentages may not sum to 100 due to rounding.

	<b>Decile 1-3</b>	<b>Decile 4-7</b>	<b>Decile 8-10</b>
<b>LEVEL 1</b>			
Externally Assessed Achievement Standards	17.5%	25.6%	33.0%
Internally Assessed Achievement Standards	67.8%	63.9%	62.3%
Unit Standards	14.7%	10.5%	4.7%
Total Results	1,024,298	2,789,014	2,387,410
<b>LEVEL 2</b>			
Externally Assessed Achievement Standards	17.7%	25.0%	32.2%
Internally Assessed Achievement Standards	57.8%	55.7%	58.8%
Unit Standards	24.4%	19.3%	9.0%
Total Results	715,434	2,146,982	2,035,756
<b>LEVEL 3</b>			
Externally Assessed Achievement Standards	17.9%	26.4%	32.9%
Internally Assessed Achievement Standards	61.6%	59.0%	60.7%
Unit Standards	20.5%	14.6%	6.4%
Total Results	489,502	1,391,918	1,498,237

Table 13. Percentage and total numbers of assessed credits by NCEA level and school decile band. Percentages may not sum to 100 due to rounding.

Figures 49 and 50 compare the distributions of grades and credits for Externally assessed Achievement Standards between School Decile Bands 1-3, 4-7, and 8-10 in 2019.

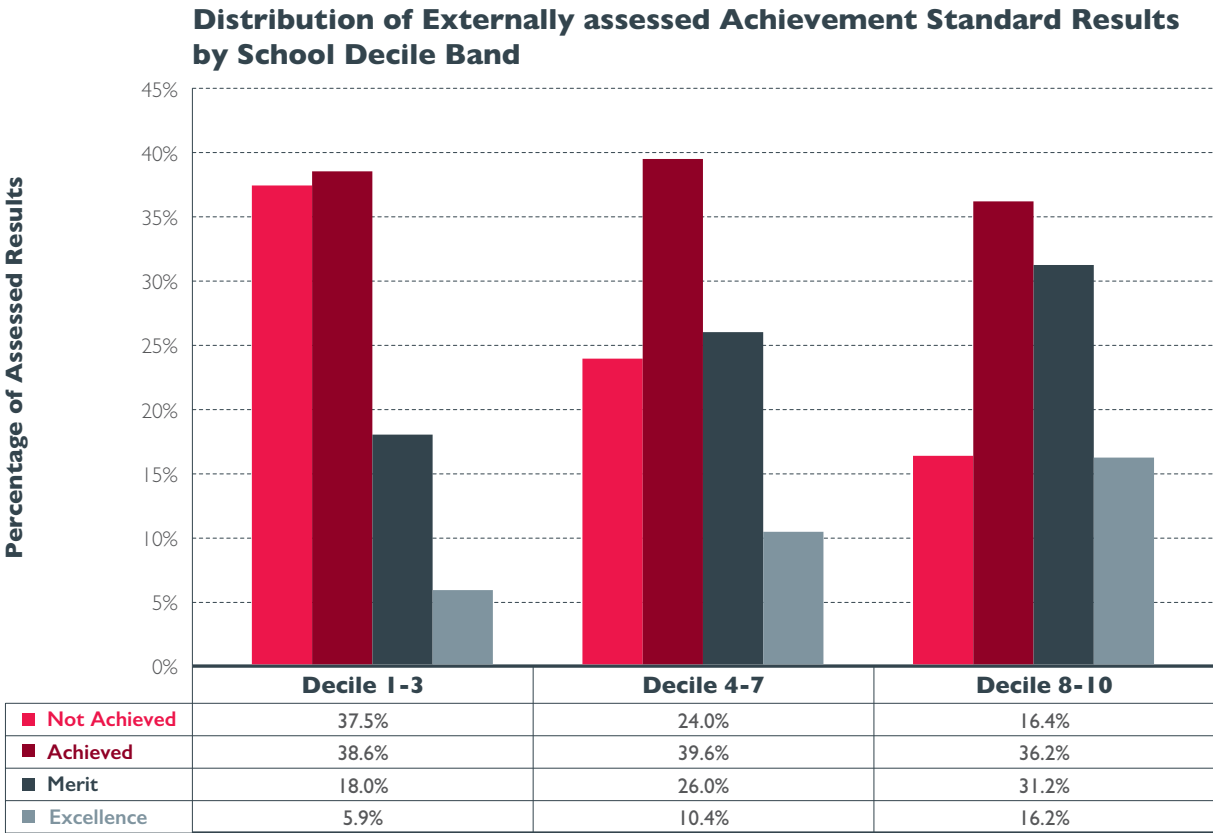


Figure 49. Percentage distributions of grades for Externally assessed Achievement Standards in 2019, by school decile band.



### Distribution of Externally assessed Achievement Standard Credits by School Decile Band

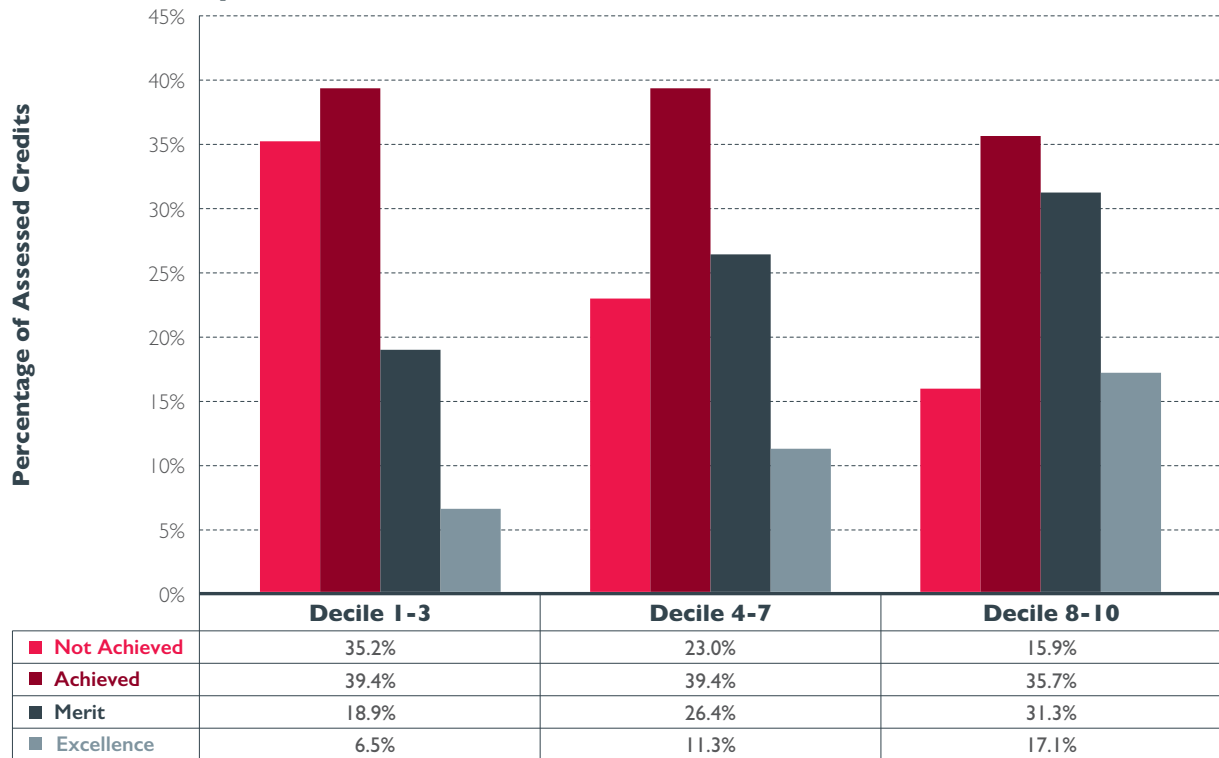


Figure 50. Percentage of credits for Externally assessed Achievement Standards in 2019, by school decile band. Percentages may not sum to 100 due to rounding.

Figures 51 and 52 show the distributions of results and credits for Internally assessed Achievement standards by School Decile Bands 1-3, 4-7, and 8-10 in 2019.

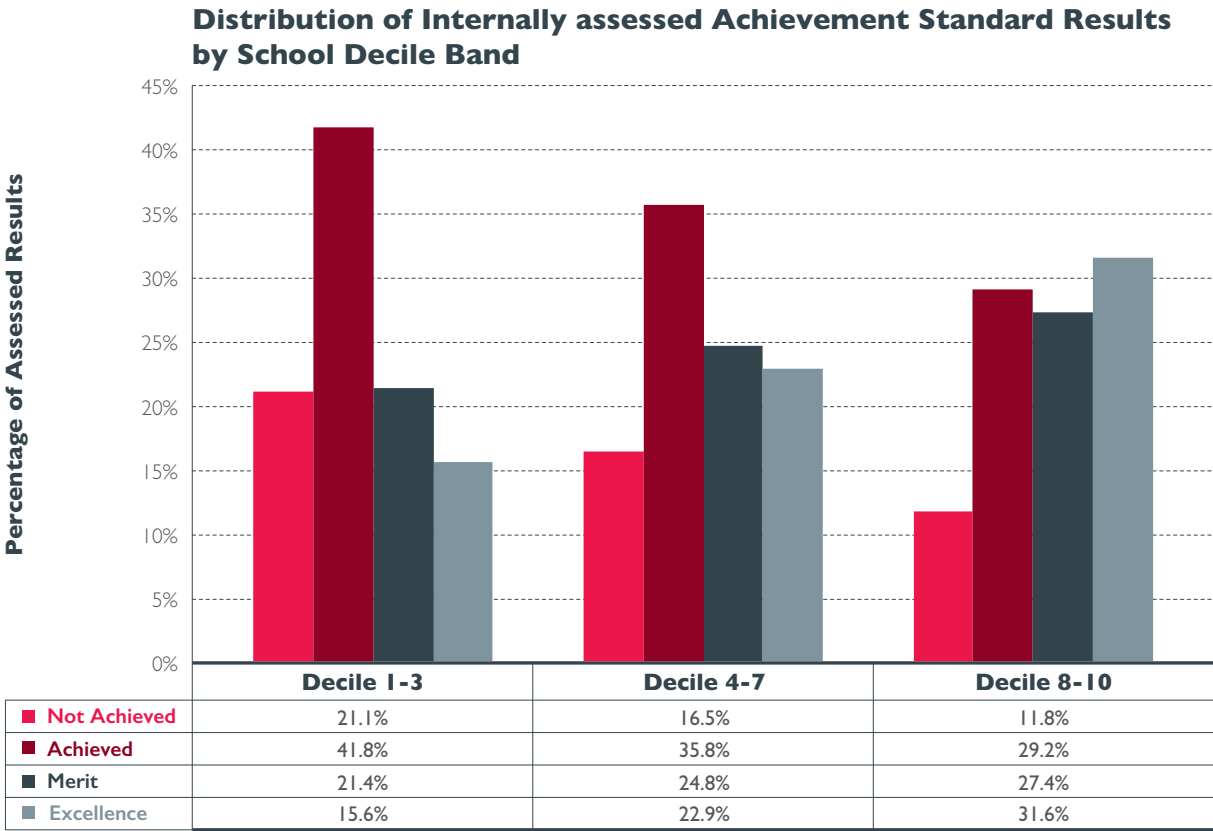


Figure 51. Percentage distributions of assessed results for Internally assessed Achievement Standards in 2019, by school decile band. Percentages may not sum to 100 due to rounding.

### Distribution of Internally assessed Achievement Standard Credits by School Decile Band

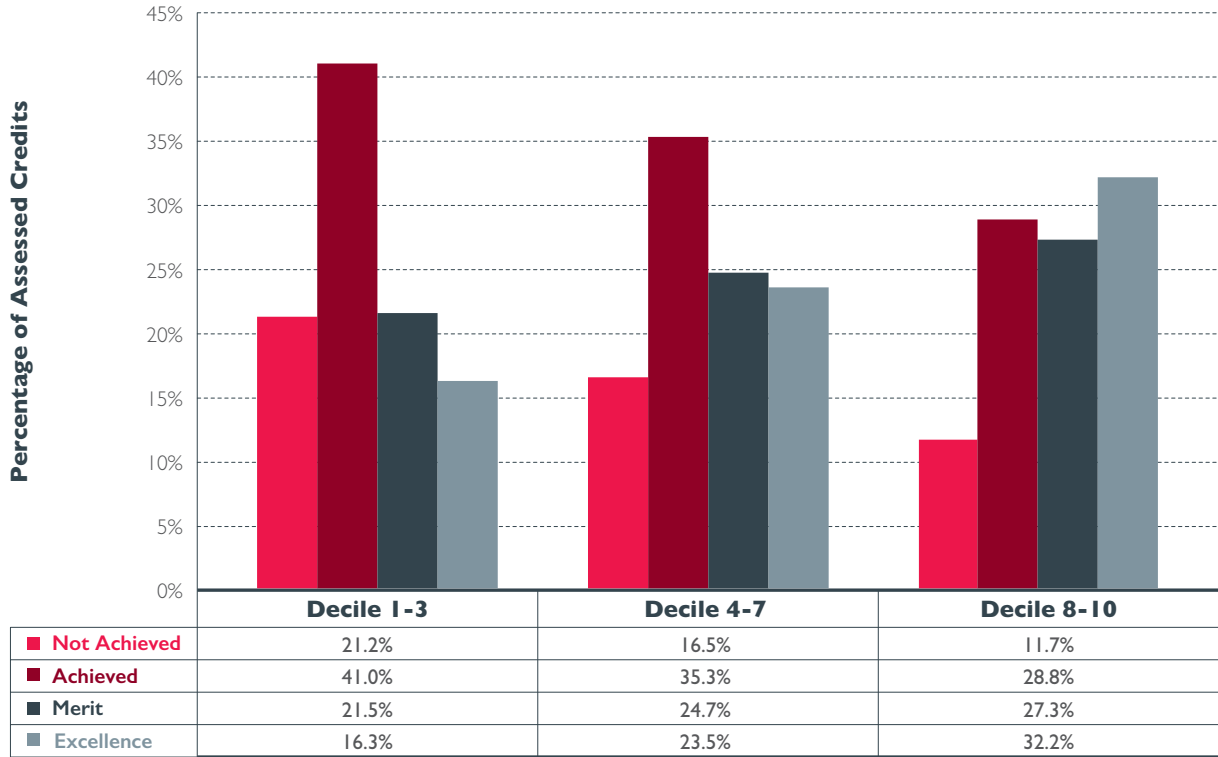


Figure 52. Percentage distributions of assessed credits for Internally assessed Achievement Standards in 2019, by school decile band.

Figures 53 and 54 show the percentage distributions of results and credits for Unit Standards by school decile bands for 2019. Most Unit Standards only carry the grades Not Achieved and Achieved. For Unit Standards Not Achieved grades have been reported as Results/Credits Not Gained; Achieved, Achieved with Merit, and Achieved with Excellence have been reported as Results/Credits Gained. More than 85% of results and 85% of credits for Unit Standards received an Achieved grade across all three school decile bands.

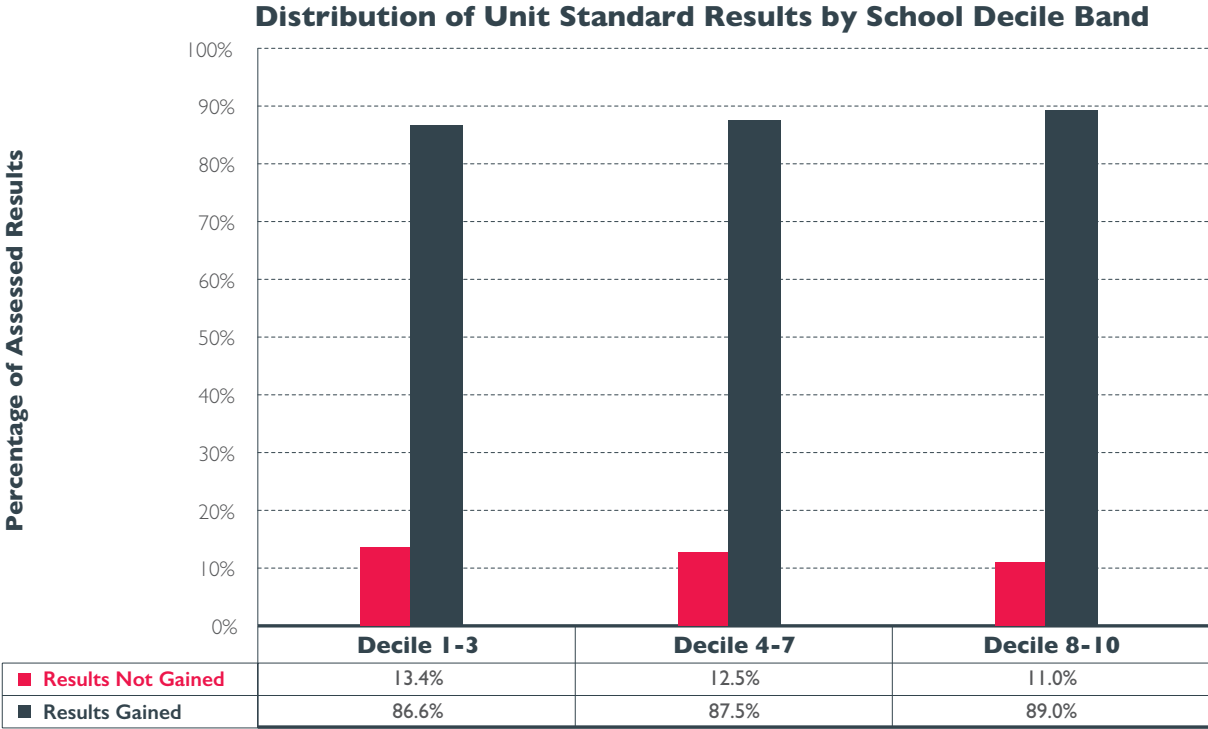


Figure 53. Percentage distributions of assessed credits for Unit Standards in 2019, by school decile band.

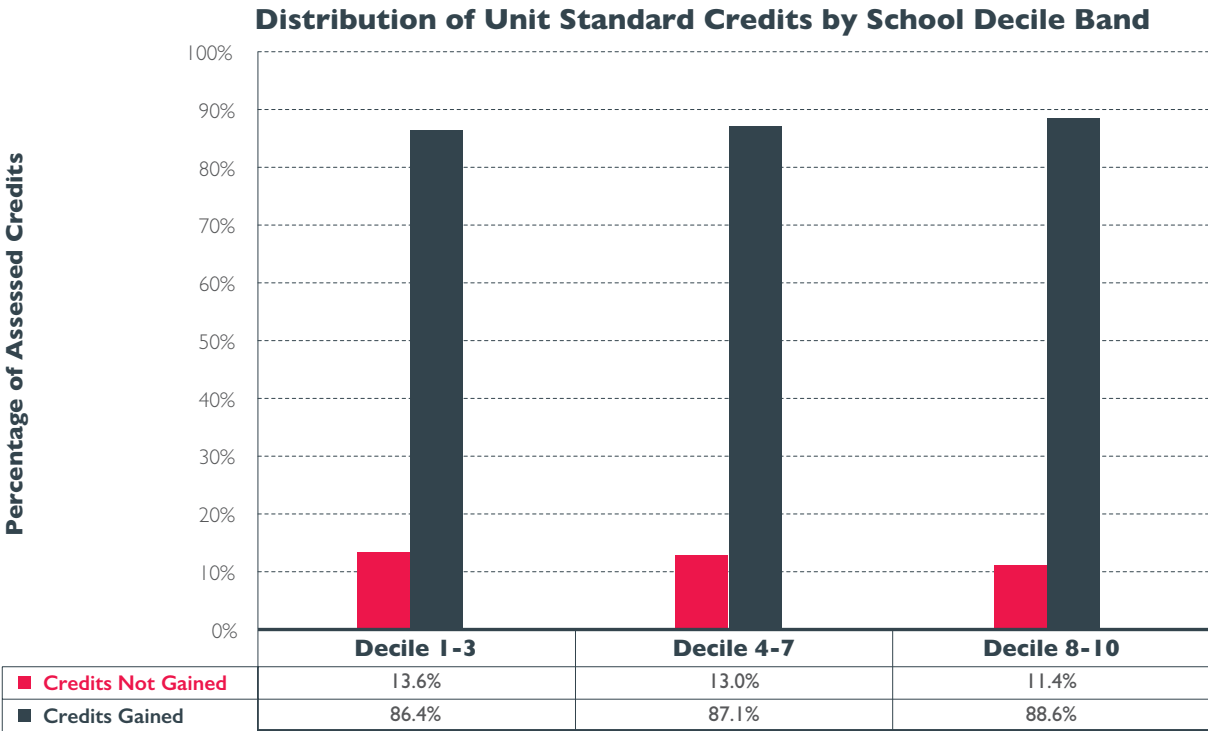


Figure 54. Percentage distributions of assessed credits for Unit Standards in 2019, by school decile band. Percentages may not sum to 100 due to rounding.

The Alignment of Standards project aligned all NCEA standards with New Zealand Curriculum 2007. Implementation of the standard alignments was staggered in stages over three years:

- The first stage implemented NCEA Level 1 standard alignments in 2011
- The second stage implemented NCEA Level 2 standard alignments in 2012
- The third and final stage implemented NCEA Level 3 standard alignments in 2013.

An anticipated outcome of the project was a change in the usage of Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards. That is, it was anticipated that the use of Externally assessed Achievement Standards and Unit Standards would decrease and be offset with a corresponding increase in the use of Internally assessed Achievement Standards, in the years following the project's implementation.

Another anticipated outcome of the project was a change in the number of credits of Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards. This occurred because the project also changed the amount of credits allocated to Standards.

Figures 55-60 show the percentage of results and the percentage of credits for Externally assessed Achievement Standards, Internally assessed Achievement Standards, and Unit Standards at each NCEA level from 2015 to 2019.

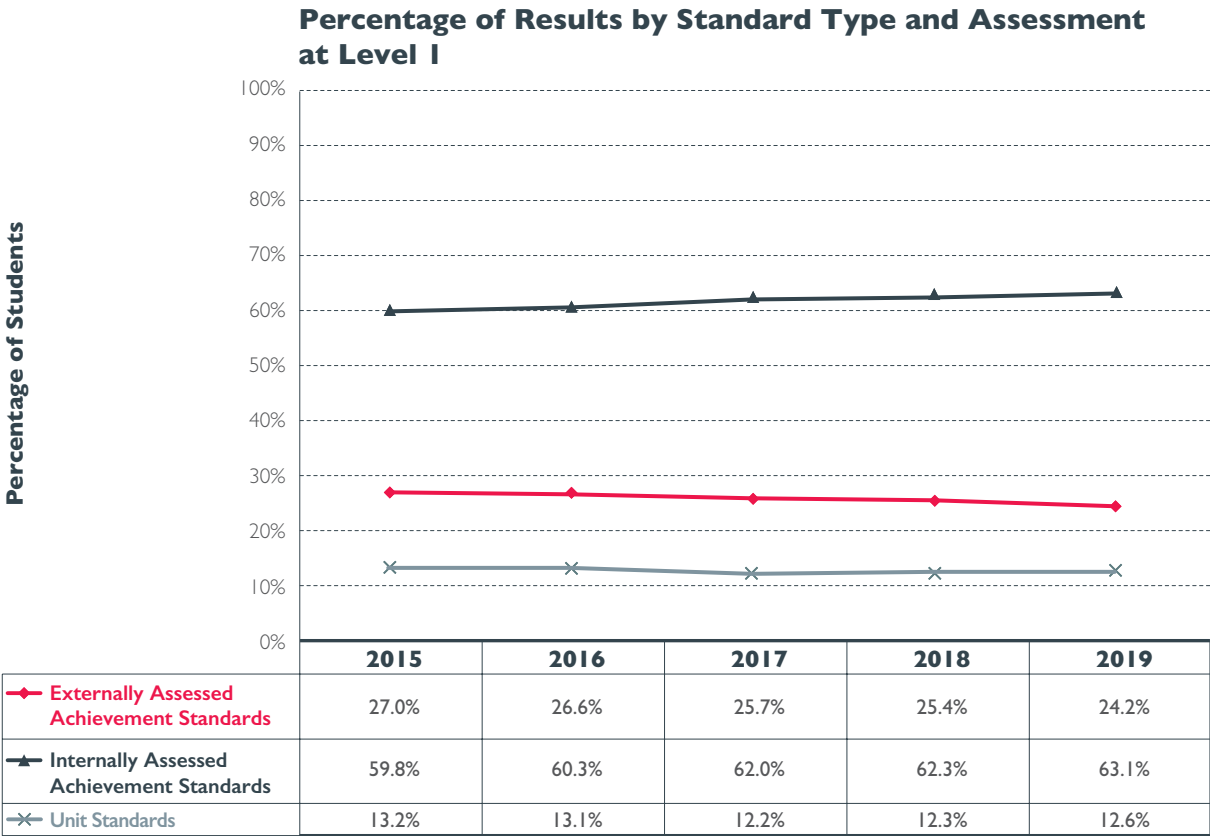


Figure 55. Percentage of results by standard type and assessment method at Level I from 2015 to 2019. Percentages may not sum to 100 due to rounding.

### Percentage of Credits by Standard Type and Assessment at Level I

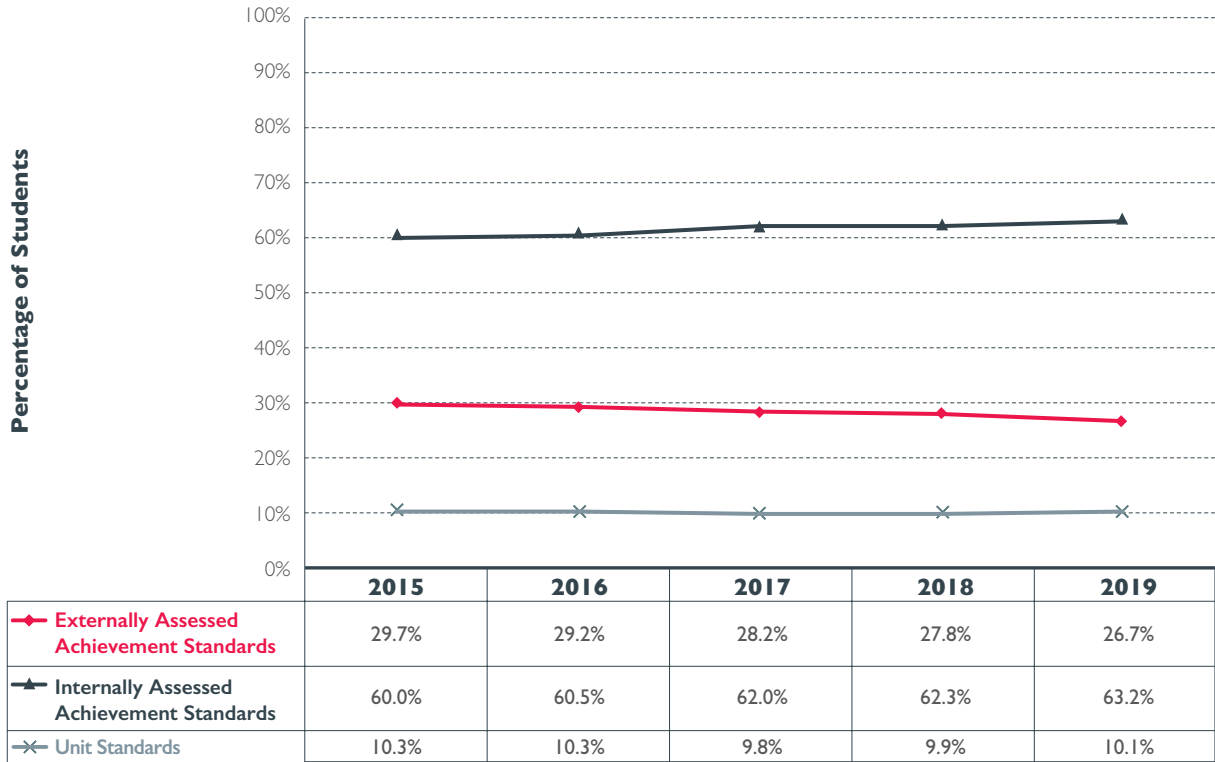


Figure 56. Percentage of credits by standard type and assessment method at Level I from 2015 to 2019.

### Percentage of Results by Standard Type and Assessment at Level 2

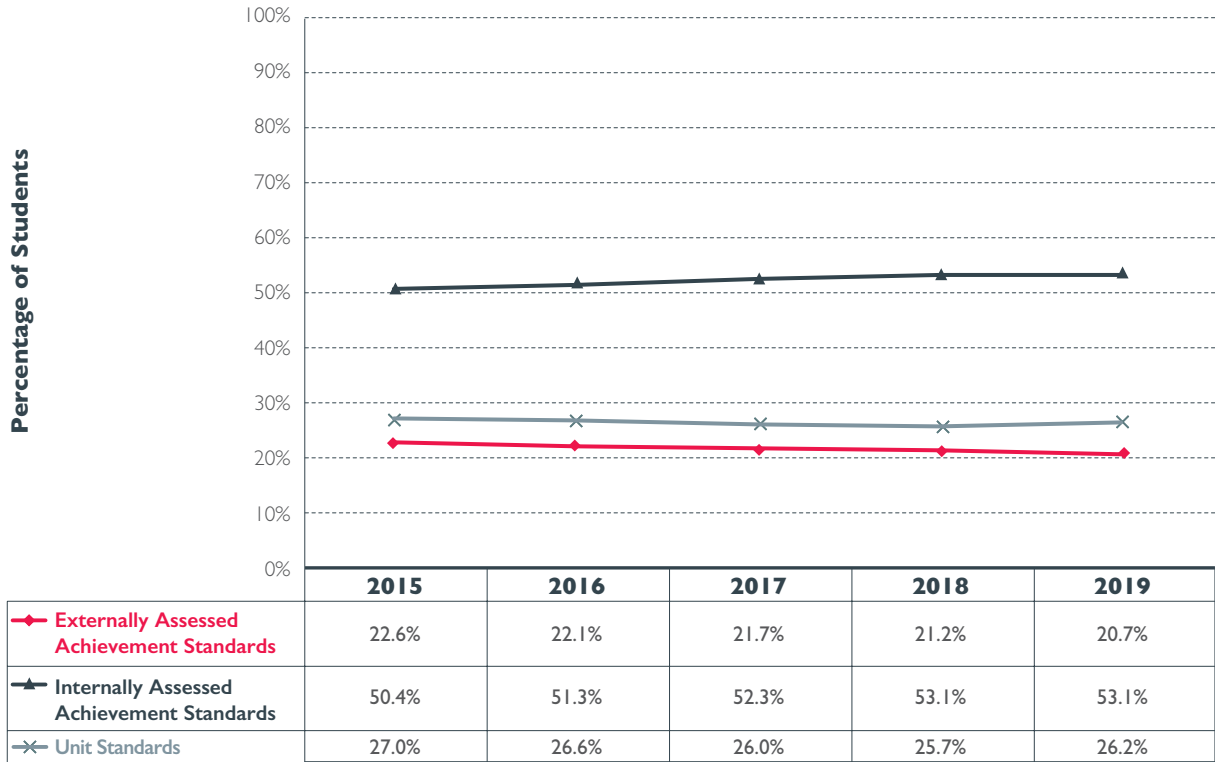


Figure 57. Percentage of results by standard type and assessment at Level 2 from 2015 to 2019.

### Percentage of Credits by Standard Type and Assessment at Level 2

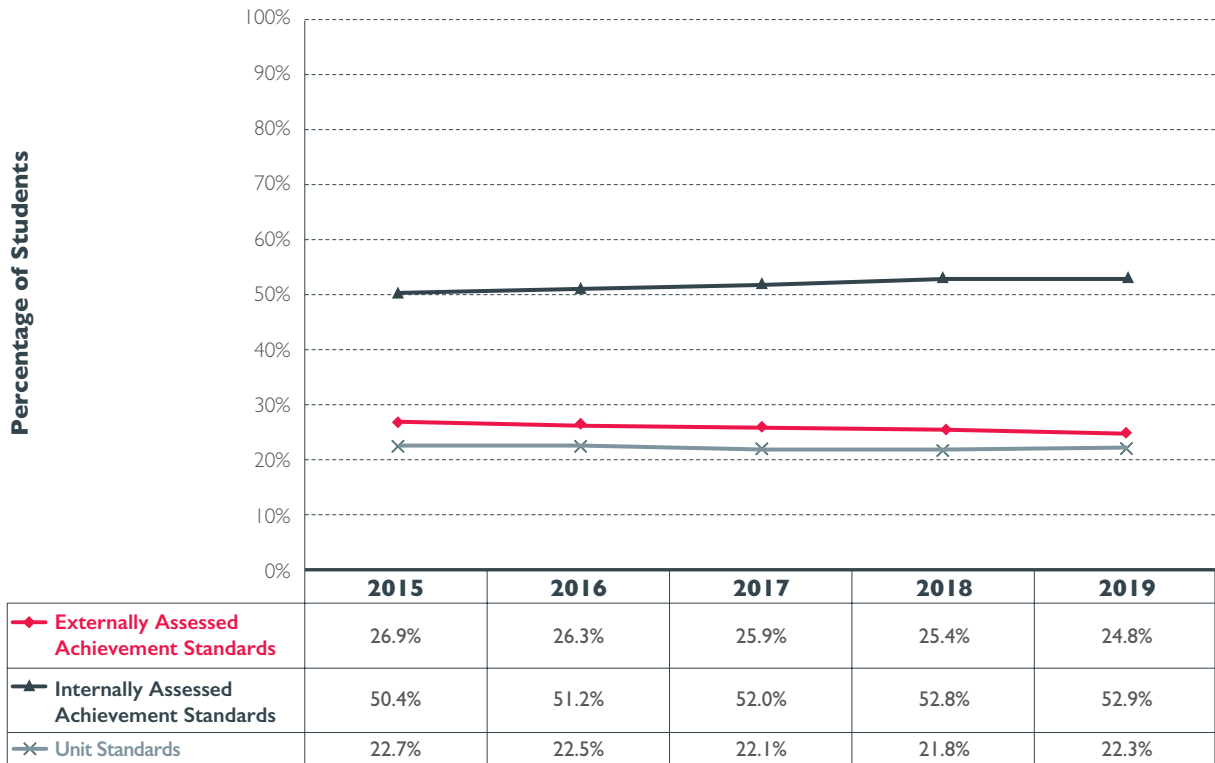


Figure 58. Percentage of credits by standard type and assessment at Level 2 from 2015 to 2019.



### Percentage of Results by Standard Type and Assessment at Level 3

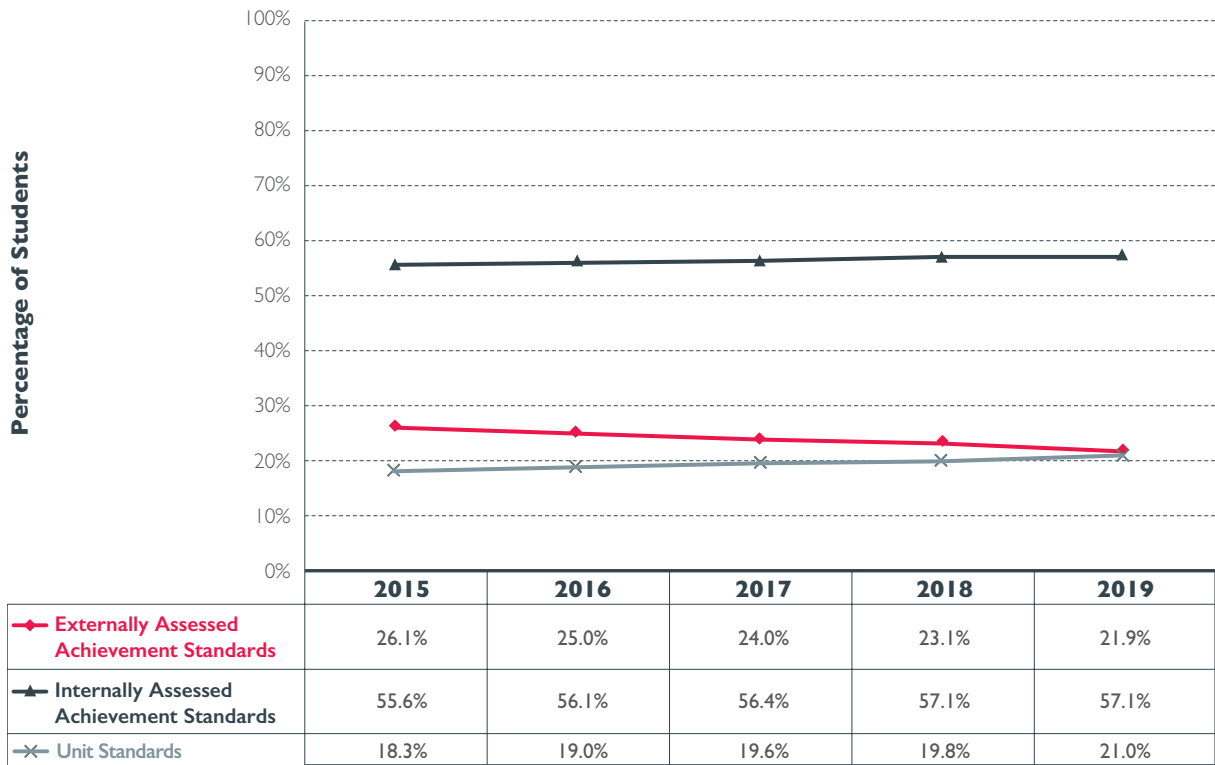


Figure 59. Percentage of results by standard type and assessment at Level 3 from 2015 to 2019. Percentages may not sum to 100 due to rounding.

### Percentage of Credits by Standard Type and Assessment at Level 3

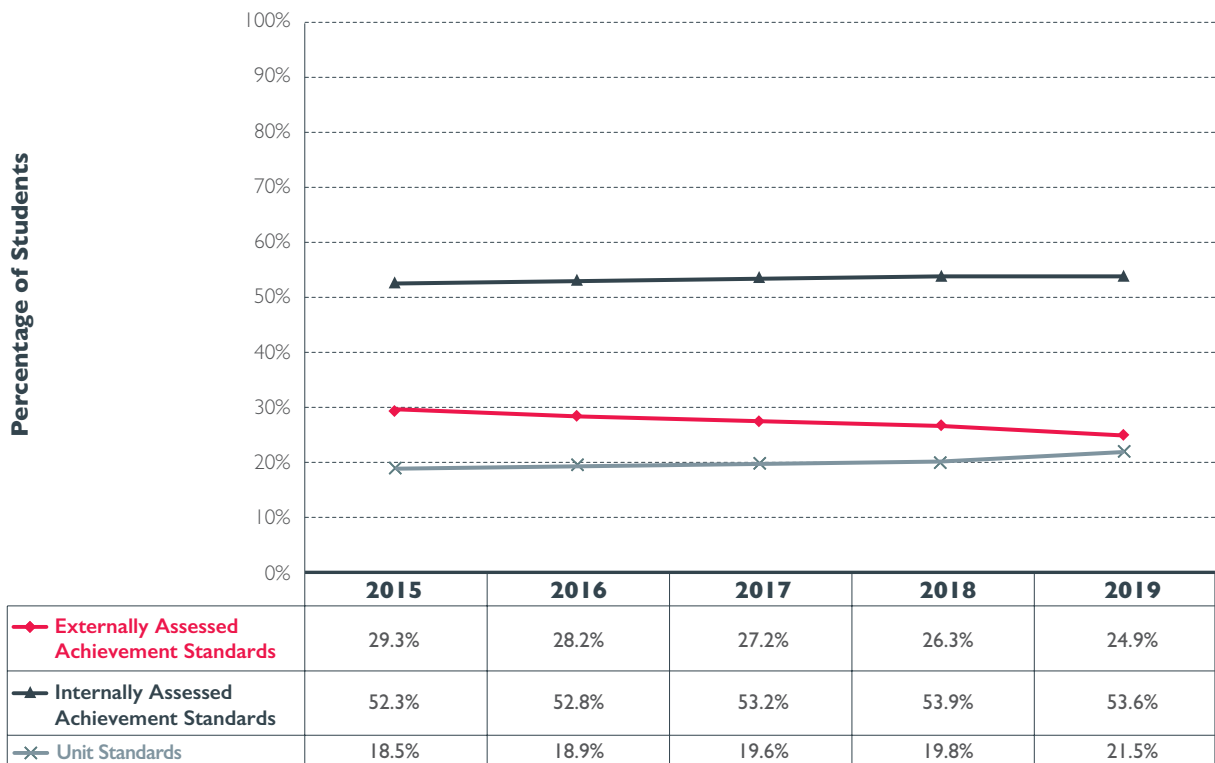


Figure 60. Percentage of credits by standard type and assessment at Level 3 from 2015 to 2019. Percentages may not sum to 100 due to rounding.

A decorative grid pattern consisting of several vertical and horizontal white lines, with diagonal lines crossing them, creating a grid-like background for the text.

**NCEA Administrative  
Processes and Data**

## The Role of NZQA in the Examination Process

Each year NZQA manages national examinations and assessment of portfolios for relevant externally assessed standards. NZQA coordinates and administers examination paper production, examination timetabling, examination centre operation, marking, results publication, the return of examination booklets to students,

and the processing of requests for review and reconsideration of results.

During the examination season, NZQA receives reports related to examination irregularities, sends relevant reports to markers, and investigates breaches of examination rules.

## External Assessment

External Assessment usually refers to examinations run by NZQA at the end of each year. It also includes portfolios of students' work submitted for assessment or verification by a panel of experts appointed by NZQA.

End-of-year external assessment involves a large number of students. It also involves a large number of people administering the external assessments, including marking examinations and portfolios. The following counts present some facts from the 2019 examinations:

- 143,509 students with a total of 1,139,770 entries in NCEA and New Zealand Scholarship examinations
- 60,051 students with entries at Level 1, 54,236 students with entries at Level 2, and 41,869 students with entries at Level 3
- 9,816 students entered for New Zealand Scholarship, providing 18,539 subject entries
- 129 examination sessions held at 418 examination centres throughout New Zealand
- 35 digital examinations in 14 subjects were offered. 14,343 unique students participated in digital examinations from 197 schools
- 1,639 markers and 6,026 examination supervisors and examination centre managers.

## Reviews and Reconsiderations

Answer booklets and portfolios for externally assessed standards are returned to students near the end of January. After students have received their booklets and portfolios they may apply for either a Review or a Reconsideration of their results. For students who were digitally assessed they logon to view their marked assessments.

A student applies for a Review if he or she believes there has been a processing error. Examples of a processing error include:

- One or more unmarked sections in an answer booklet
- Inaccurate calculation of final score
- Incorrect transfer of grades.

A Review involves checking:

- That all sections of the booklet have been marked
- The calculation of the final score is correct
- Grades have been transferred correctly.

Note that a Review does not involve re-marking the answer booklet, portfolio, or digital examination but a Reconsideration does.

A student applies for a Reconsideration if they believe their answer booklet, portfolio, or digital examination has not been assessed correctly. A Reconsideration involves a re-mark. It follows that a Reconsideration also includes a Review.

Applications for a Review or a Reconsideration must reach NZQA by a specified date. For the 2019 examination round, this was Friday 21 February 2020 for NCEA, and Friday 6 March 2020 for Scholarship.

Tables 14 and 15 show the number of applications and success rates for Reviews and Reconsiderations of NCEA and Scholarship results from the 2015 to 2019 examination rounds. A change in the

definition of success was implemented in 2017 for the Scholarship results. The new definition for Scholarship mirrors the definition for NCEA. That is, a Scholarship Review or Reconsideration is successful when an upward change in grade has occurred.

Table 14 shows the number of applications, successes, and percentage successful for Reviews of NCEA and Scholarship from 2015 to 2019.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2015	315	203	64.4%	7	5	71.4%
2016	407	278	68.3%	5	3	60.0%
2017	312	197	63.1%	4	1	25.0%
2018	277	210	75.8%	4	3	75.0%
2019	324	222	68.5%	3	2	66.7%

Table 14. Numbers and percent successful for Reviews of NCEA and Scholarship from 2015 to 2019.

Table 15 shows the number of applications, successes, and percentage successful for Reconsiderations of NCEA and Scholarship from 2015 to 2019.

Year	NCEA			Scholarship		
	Num. of Applications	Num. Successful	% Successful	Num. of Applications	Num. Successful	% Successful
2015	9,573	1,745	18.2%	330	23	7.0%
2016	9,099	1,512	16.6%	405	21	5.2%
2017	9,772	1,705	17.4%	356	7	2.0%
2018	8,435	1,649	19.5%	329	1	0.3%
2019	8,414	1,759	20.9%	400	2	0.5%

Table 15. Numbers and percent successful for Reconsiderations of NCEA and Scholarship from 2015 to 2019.

More information on Reviews and Reconsiderations can be found on the NZQA website:

[www.nzqa.govt.nz/reviews-and-reconsiderations](http://www.nzqa.govt.nz/reviews-and-reconsiderations)

## External Moderation of Internal Assessment

Each year NZQA moderates approximately 100,000 individual pieces of student work that are submitted by schools as part of their external moderation process. The standards moderated are from the range of standards for internally assessed standards that schools can select to assess in their teaching programmes.

The focus of the moderation process is to ensure that student evidence for specific standards meets the criteria of the standard on a national basis. Consequently each school is required to have a process for randomly selecting student samples for moderation before submitting to NZQA moderators. Schools are required to address issues identified through the moderation process.

The moderator will consider if the students' evidence meets the requirements of the standard. The assessment tasks or activities are only moderated if the moderator has cause to consider that the assessment tasks or activities were the cause of the inappropriate awarding of the grade. Assessment tasks or activities can be considered fit for purpose unless they have been specifically moderated.

The 100,000 pieces of student work come from two separate samples, the School Check and the National System Check.

The School Check is a sample of 90,000 to 95,000 pieces of work purposively selected. The focus is on improving the quality of assessments by providing feedback to schools and teachers about the assessment decisions they have made.

The second sample, the National System Check, is a selection of 5,000 to 10,000 pieces of student work. This is used to calculate the National

Agreement rates shown in Tables 16 and 17. NZQA randomly selects the standards based on all internal achievement standard results. Each selected result is associated with a school. That school is then required to send up to eight students' pieces of work for the selected standard to NZQA for moderation.

Data on the agreement rate between teachers and moderators are considered in two ways: Agreement at the level of Credit, and Agreement at the level of Grade.

When a moderator reviews the assessment decision made with respect to a piece of a student's work, they firstly consider if the assessor has correctly judged whether the work has met the standard. If the moderator and assessor agree that the piece of work demonstrated a result of either Not Achieved or Achieved, regardless of whether it was a Not Achieved, Achieved, Achieved with Merit or Achieved with Excellence result, then the judgement is said to be an Agreement at the level of Credit. This term refers to the credits that a student does or does not receive depending on whether they have achieved the standard.

If the judgement of the assessor and moderator is that the work demonstrates achievement of the standard, the moderator will then consider the awarded grade of Achieved, Achieved with Merit or Achieved with Excellence. If the moderator agrees with the assessor that the correct level of grade has been awarded, then the judgement is said to be an Agreement at the level of Grade.

Table 16 shows that in 2019 the National Agreement rate at the level of Credit was 91.3% and Agreement at the level of Grade was 81.8%.

	2015	2016	2017	2018	2019
Credit	92.5%	92.1%	92.1%	91.6%	91.3%
Grade	84.6%	84.9%	83.2%	81.7%	81.8%

Table 16. Overall moderation rates, both at the level of Credit and the level of Grade, from 2015 to 2019.

Table 17 shows the National Moderation rate for 2019 at Credit and at Grade, by NCEA Level.

Level	At Credit	At Grade	Sample Size
1	92.4%	84.1%	5,252
2	89.8%	77.9%	2,601
3	90.7%	81.4%	3,731

Table 17. Moderation rate, both at Credit and at Grade, by NCEA Level, in 2019.

In 2019 NZQA continued to provide assessment support for internally assessed standards as follows:

- Best Practice Workshops, aimed at increasing assessor confidence in making judgements consistent with the national standard. These were delivered on an 'On Request' basis, hosted by subject associations or regional clusters. Traditionally run as a face-to-face one-day workshop, some were offered online to both cater for rural and isolated teachers and also as an alternative where there was insufficient interest in the face-to-face workshop to run. The 'On Request' nature of the workshops also allowed hosts to ask for targeted support, e.g. different ways of collecting evidence or integrated assessment, based on the needs of their members.
- NCEA Subject Resources Pages – containing clarification documents to address issues with standards, student work exemplifying grade boundaries and links to resources held on the Ministry of Education website.
- More opportunities for speakers to be provided at national or regional events to speak on topics associated with the assessment of internally assessed standards
- Support at regional cluster days offering targeted support
- The online Transforming Assessment Praxis (TAP) workshop, aimed at giving assessors confidence in re-contextualising assessment resources and exploring different ways of collecting evidence.

Moderator clarification documents and annotated exemplars can be found on the NCEA subject resources pages on the NZQA website:

[www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/)

Information about assessor support options can be found on the Best Practice Workshop pages on the NZQA website:

[www.nzqa.govt.nz/about-us/events/best-practice-workshops-assessment-and-moderation/](http://www.nzqa.govt.nz/about-us/events/best-practice-workshops-assessment-and-moderation/)

## Breaches of Examination Rules

Each year NZQA investigates reports of possible breaches of examination rules. Actions which are in breach of the rules include:

- Dishonest practice, including altering external assessment materials prior to seeking a review or reconsideration
- Failure to follow instructions
- Authenticity issues, including plagiarism and impersonations
- Influencing, assisting or hindering other candidates, during the examination period.

When NZQA receives a report of a possible breach, an investigation is initiated. A letter is sent to the student or students involved, accompanied by copies of any relevant information or reports about the possible breach. The student(s) is/are invited to make a written comment to NZQA. An investigation may include consultation with the school or other agencies, and/or a face-to-face meeting with the student(s) concerned. NZQA uses an independent contractor to advise on progress and recommend decisions.

Since 2012, the reporting of some breaches has changed from that of previous years. For example communicating with other candidates is now reported under two classes:

- Following Instructions
- Influencing/Assisting/Hindering.

Breaches relating to candidates possessing prepared notes during examination sessions are reported in one of the following two classes:

- Dishonest Practices
- Following Instructions.

Table 18 summarises the investigations into breaches for 2019. A total of 345 reports were investigated, of which 293 were reported by examination centre managers, 34 by markers, and 18 by others.

Status of breach investigations	Number
Number of students for whom a breach was substantiated	317
Number of students where no breach occurred	28
Breach not attributed to any student due to lack of evidence	0
Decision pending	0
Total student investigations	345

Table 18. Status of investigations into breaches for 2019.

Table 19 provides the investigation information by type of breach by nature of breach.

Type of breach	Nature of breach	Number
Dishonest Practice (17)	Cell phone use	11
	Using notes	5
	Altering/access to answer booklet	1
	Communicating with another candidate	0
	Other	0
Following Instructions (258)	Having a cell phone	73
	Inappropriate or offensive material/language	18
	Having notes	59
	Unauthorised material	49
	Unauthorised absence from exam room	16
	Other	43
Authenticity/Impersonation (21)	Similar answers to another candidate	0
	Authenticity	19
	Multiple handwriting	2
	Other	0
Influencing/Assisting/Hindering (49)	Disturbance	9
	Communicating with another candidate	40
	Other	0

Table 19. Investigations by type of breach by nature of breach for 2019.

Table 20 shows investigations by eighteen geographical regions.

Region	Number
Auckland	137
Bay of Plenty	21
Canterbury	31
Central Plateau	0
East Coast	6
Hawkes Bay	18
Manawatu	20
Nelson/Marlborough	8
Northland	11
Otago	14
Southland	7
Taranaki	4
Waikato	24
Wairarapa	2
Wanganui	1
Wellington	39
West Coast	1
Cook Islands	1

Table 20. Investigations by region for 2019.



## Special Assessment Conditions (SAC)

Schools apply to NZQA for an entitlement to Special Assessment Conditions (SAC) on behalf of their students with permanent or long-term medical, physical, sensory or learning disabilities or difficulties which would impair their performance in internal assessments and external (exam) assessments.

NZQA grants entitlement to SAC so that approved students may be fairly assessed and have access to assessment for National

Qualifications. SAC are approved so that entitled students can demonstrate their knowledge, skills and understanding, without providing an unfair advantage over other students.

Schools can apply for SAC using school-based evidence, rather than a formal psychometric report. A school gathers this evidence through the use of easy-to-administer, affordable testing tools.

Table 21 shows 2019 SAC applications by decile.

Decile	No. of students enrolled in NCEA and Scholarship	Total Applications	Total Approved	School-based Evidence
1	9,877	382	368	247
2	8,455	289	280	181
3	13,539	558	546	367
4	16,545	939	910	627
5	13,545	911	893	560
6	24,396	1520	1496	889
7	23,546	1503	1485	711
8	20,960	1855	1836	908
9	24,227	2121	2086	1028
10	21,438	2460	2425	796
99	4,334	249	248	70
Total	180,862	12,787	12,573	6,384

Table 21. SAC applications by decile for 2019. Note that decile 99 includes schools without a decile, e.g. new schools and Te Aho o te Kura Pounamu (The Correspondence School).

Further information on SAC can be found on the NZQA website:

[www.nzqa.govt.nz/sac](http://www.nzqa.govt.nz/sac)



## Appendix 1. Cohorts

(See also introductory explanations on pages 6 and 7.)

This report uses three types of cohorts as a basis for the percentage statistics that have been presented. They are the Enrolment-based cohort, Tracked Year 11 cohort and All NZQA secondary students' cohort.

The **Enrolment-based cohort** includes all New Zealand domestic students in Years 11 to 13 (aged less than 19 years on 1 January) with a Ministry enrolment of one day or more, both students who are and students who are not participating in any of the NCEA qualifications or University Entrance. Minor changes in the methodology were applied to the enrolment-based measure in 2019. These changes were also applied to previous years data as presented here.

## Appendix 2. Glossary

### Achieved

The grade awarded in recognition of satisfying the Achievement Standard.

### Achieved with Excellence

The highest possible grade for an Achievement Standard.

### Achieved with Merit

The grade awarded in recognition of achieving beyond the minimum required to satisfy the Achievement Standard.

### Achievement Standard

Achievement Standards are derived from the learning objectives of the New Zealand Curriculum and Te Marautanga o Aotearoa.

### Alignment of Standards (Standards Review)

The project carried out by NZQA and the Ministry of Education to align all standards with the New Zealand Curriculum 2007.

### Attainment

Within this report the term attainment refers to:

- Gaining a qualification
- Attaining a grade of Achieved, Achieved with Merit, or Achieved with Excellence in a standard

The **Tracked Year 11 cohort** is formed from the Enrolment-based Student cohort. More formally, it is Year 11 students from the Enrolled Student cohort of an earlier year. Students in a Tracked Year 11 cohort are monitored from the beginning of that earlier year through their senior years of schooling for attainment of NCEA qualifications. For example, the 2017 Tracked Year 11 cohort is made up of the Year 11 students from the Enrolment-based Student cohort of 2017, and this cohort's attainment rates of NCEA qualifications are reported as at the end of 2019.

The **'All NZQA secondary students' cohort** is used to report Scholarship and administrative data.

- Having met the requirements of University Entrance, Literacy, or Numeracy.

### Answer Booklet

A paper booklet provided to a student for external examinations in which the student writes responses to examination questions.

### Assessed Results

Results in Unit Standards, Internally assessed Achievement Standards or Externally assessed Achievement Standards that are either:

- Not Achieved
- Achieved
- Achieved with Merit, or
- Achieved with Excellence.

Most Unit Standards only carry grades of Not Achieved and Achieved results.

Results in Scholarship Standards that are either:

- Not Achieved
- Scholarship, or
- Outstanding Scholarship.

**Attainment**

Refers to having achieved some outcomes, such as achieving a standard, or gaining a qualification, or having been given an award.

**Breach of the Rules**

Any behaviour in relation to the assessment of Externally assessed Achievement Standards, prohibited by NZQA rules that govern these assessments.

**Certificate Endorsement**

Recognition for students who perform well for a particular level of NCEA. To qualify for a Certificate Endorsement with Excellence, students must gain 50 or more credits at Achieved with Excellence. A Certificate Endorsement with Merit requires 50 or more credits at Achieved with Merit or a mix of Achieved with Merit and Achieved with Excellence.

**Cohort**

A group of students, designated according to one or more criteria.

**Course Endorsement**

Recognition for students who perform well in individual courses. It is in the form of either Achieved with Merit or Achieved with Excellence. To qualify for a course endorsement, a student must gain 14 or more credits at Achieved with Merit or Achieved with Excellence in standards incorporated in that course. For most courses there is a further requirement that at least 3 of these credits must be gained from Externally assessed Standards and 3 credits from Internally assessed Standards.<sup>4</sup>

**Decile**

A rating given to a school, reflecting socioeconomic factors of the community from which its students are drawn. Decile ratings are also grouped into bands:

- School Decile Band 1-3
- School Decile Band 4-7
- School Decile Band 8-10.

This approach allows comparisons of attainments of schools of similar decile rating.

**Denominator**

The number below the line in a fraction.

**Entry/Entries**

A record of a student's entry into individual standards is reported by schools to NZQA. Most students are entered for multiple standards in an academic year, i.e. a student may have more than one entry.

**Enrolment-based Data**

Data of qualification attainments based on the Enrolled Student cohort. A student is counted in the Enrolled Student cohort when they have a Ministry of Education enrolment record and are a New Zealand domestic student in Years 11 – 13 aged less than 19 years on 1 January of the reporting year.

**Ethnicity**

Statistics by ethnicity as presented in the report uses a total response method of Asian, European, Māori, and Pacific. An impact of the total response is that students can appear in up to three ethnic categories. The smallest ethnic group, Middle Eastern/Latin American/African (MELAA) and Other Ethnicity, has not been included in this report. For data used in this report with the MELAA group included please refer to the NZQA website: [www.nzqa.govt.nz/statistics](http://www.nzqa.govt.nz/statistics)

**Examination Centre**

A place where students sit examinations.

**External Assessment**

Assessment conducted by NZQA, including national examinations held at the end of the school year.

**External Moderation**

National external moderation by NZQA provides assurance that assessment decisions are made at the national standard.

**Internal Assessment**

Assessment conducted by a school during the school year.

<sup>4</sup> Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

**Internal Moderation**

The NZQA process used by schools to monitor teachers' assessment decisions.

**Literacy**

The written and oral language that people use in their everyday life and work. It includes reading, writing, speaking and listening. Skills in this area are essential for good communication, active participation, critical thinking, and problem solving.

**Moderation**

Refer to External Moderation and Internal Moderation.

**NCEA**

National Certificate of Educational Achievement. It consists of national qualifications for senior students that can be attained at Level 1, 2, or 3.

**New Zealand Curriculum**

A statement of official policy related to teaching and learning in schools. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled and explored. It defines five key competencies that are critical to sustained learning and effective participation in society, and that underline the emphasis on lifelong learning.<sup>5</sup>

**Not Achieved**

The grade given to students whose assessment evidence does not meet the requirements of an Achievement Standard or a Unit Standard.

**Numeracy**

The bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, learning, work and community tasks, social and leisure activities.

**Numerator**

The number above the line in a fraction.

**NZQA**

New Zealand Qualifications Authority. The New Zealand government crown entity tasked with administering NCEA qualifications, University Entrance, and Scholarship.

**NZQF**

New Zealand Qualifications Framework. From 1 July 2010, the NZQF replaced the New Zealand Register of Quality Assured Qualifications, Te Āhurutanga (the Register) and the National Qualifications Framework. The NZQF is a comprehensive list of all quality-assured qualifications in New Zealand.

**Plagiarism**

Submission by a student, of material that is not their own.

**Reconsideration**

A Reconsideration is conducted in response to an application from a student. A Reconsideration involves re-marking a student's response to an Externally assessed Standard examination or portfolio where the student believes that his or her response may not have been assessed correctly.

**Review**

A Review is conducted in response to an application from a student. A review involves checking for possible errors in the processing of the results of an Externally assessed Standard examination or portfolio.

**Scholarship**

Scholarship is aimed at high-performing students, and requires them to demonstrate high-level critical thinking. In general, Scholarship is tested by examination, and is offered in 35 subjects. Successful students receive a monetary award that reduces their tuition costs at any New Zealand tertiary institutions.

**Senior students**

Secondary school students in Year 11, 12, or 13.

**Special Assessment Conditions (SAC)**

Special Assessment Conditions (SAC) provide extra help for approved students when they are being assessed for their NCEA so that barriers to attainment can be removed and they then have a fair opportunity to gain credits. The support is used for both Internally assessed achievement standards and Externally assessed achievement standards.

<sup>5</sup> Ministry of Education (2007), The New Zealand Curriculum for English-medium teaching and learning years 1-13, Learning Media Limited.

**Te Marautanga o Aotearoa**

The national curriculum for Māori-medium schools.

**Unit Standard**

From 2010, a Unit Standard is any standard that is not derived from the New Zealand Curriculum.

**University Entrance (UE)**

The minimum academic requirement for admission to a New Zealand university. Although University Entrance is not a qualification but an award, it is treated as such in this report.





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